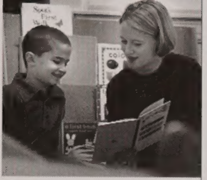
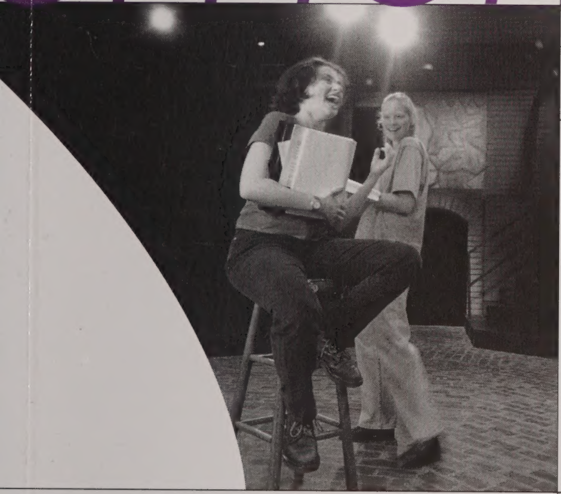


2000-2001
Undergraduate Catalogue

emerson

COLLEGE

in BOSTON



Communication and the Performing Arts

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The Ansin Building

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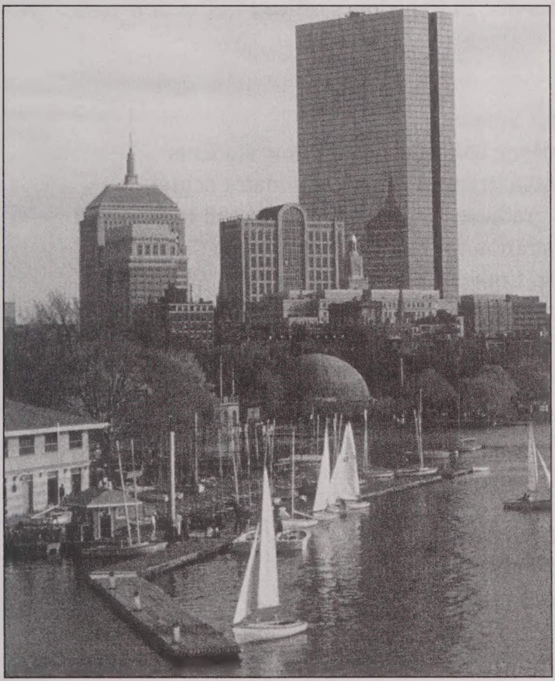


The Charles River and the Boston Skyline

ACADEMIC CALENDAR 2000 - 2001

TERM I

September	3,4	New undergraduate student residence hall move-in
	5	Faculty Institute; undergraduate orientation begins
	7	New graduate orientation and registration
	11	Classes begin (8:00 a.m.)
	29- 10/1	Rosh Hashanah
October	8-9	Yom Kippur
	9	Columbus Day observed (no classes)
	10	(Tuesday) Monday class schedule observed
November	13	(Monday) Veteran's Day observed (no classes)
	22-24	Thanksgiving vacation
December	14	Classes end
	15	Reading Day
	16, 18, 19	Final examinations
	20	Grades due in Registrar's office (4:00 p.m.)

TERM II

January	2-13	Winter Session
	11	Residence hall move-in for new students Orientation for new undergraduates begins New graduate student orientation and registration
	12	Registration for new undergraduates
	15	Martin Luther King Day (holiday)
	16	Classes begin
February	19	Presidents' Day (no classes)
March	3-11	Spring Break (no classes)
	28	Advising Day (no classes)
April	7	Passover Begins
	13	Good Friday
	15	Passover ends
	16	Patriot's Day (no classes)
	17	(Tuesday) Monday class schedule observed
	25	Classes end Reading Day; Passover ends

April	26	Reading Day
	27, 30 5/1	Final Examinations
May	3	Grades due in Registrar's office (4:00 p.m.)
	14	Commencement

Summer Sessions

May 21 - June 27	Summer Session 1
May 28	Memorial Day (no classes)
July 2 - August 8	Summer Session II

Emerson's 11th President, Jacqueline Weis Liebergott

MISSION STATEMENT

Emerson College is committed to leadership in communication and the performing arts. Through its undergraduate and graduate programs, Emerson challenges students to think and communicate with clarity, substance and insight. Its distinctive curriculum, founded in the oral tradition, integrates communication with the liberal arts and emphasizes a global perspective, rigorous academic inquiry, practical experience and the application of relevant communication technologies. Within a climate supportive of diversity, civility, and freedom of expression, Emerson students become ethical, informed and articulate participants in society.

HISTORY OF THE COLLEGE

Founded in 1880 by Charles Wesley Emerson, noted preacher, orator and teacher, Emerson has grown into a comprehensive college offering its more than 3000 students undergraduate and graduate curricula in the communication arts and sciences and the performing arts. The original concentration on oratory has evolved into specialization in such fields as mass communication (radio and television broadcasting, film and journalism), theatre arts, communication studies, communication disorders, and writing, literature and publishing.

Since Emerson's founding, the elements of human communication—the spoken word, the written word, the gesture—have changed in both form and substance, and the media through which they flow have changed and multiplied. Radio, motion pictures, television, and the sciences of speech pathology and audiology have all evolved during the past century.

Throughout its history, Emerson College has shown the capacity to respond to and meet the needs of education in communication and the performing arts. Emerson was the first college in New England to establish an educational FM radio station, WERS(FM) in 1949; one of the first colleges in the nation to establish a program in children's theater in 1919, and one of the first colleges in the nation to offer undergraduate programs in broadcasting in 1937. Among its other pioneering achievements, Emerson offered professional-level training in speech pathology and audiology in 1935; established a closed circuit television broadcast facility, WERS-TV in 1955; and created a Bachelor of Fine Arts in film in 1972.

Emerson today continues this tradition of innovation in the communication and performing arts. For example, in 1980 the College initiated a comprehensive, graduate-level program in professional writing and publishing—the first such program in the nation specifically designed to meet the expressed needs of the publishing industry, and now offers the Master of Fine Arts in that field. More recently, Emerson began offering the Ph.D. in Communication Disorders. In the fall of 1997, the College organized into three schools and an institute— a School of the Arts; a School of Communication, Management and Public Policy; a School of Communication Sciences and Disordrers; and an Institute of Liberal Arts and Interdisciplinary Studies.

As the issues facing business, industry and government grow larger and more complex, effective communication will grow more important. Emerson today is preparing to educate those men and women who will bear the burden of that communication in the next century. Emerson College is fully accredited by the New England Association of Schools and Colleges, Inc. and is a member of the Council of Graduate Schools.

HONORARY DEGREES AND AWARDS

Emerson College awards the following honorary degrees: Doctor of Laws, Doctor of Humane Letters, Doctor of Literature, and Master of Arts. In addition to honorary degrees awarded through the College, the Musical Theatre Society confers an annual Award of Distinction to an individual or individuals who have distinguished themselves in the field of the American musical theatre. Phi Alpha Tau, the oldest communication arts honorary fraternity in the country, presents the Joseph E. Connor Award to any individual or individuals who have distinguished themselves in the field of communication.

The following is a partial list of recent recipients of honorary degrees and awards through the College.

Honorary Degree Recipients

Edward Albee
Alan Alda
Tom Brokaw
Art Buchwald
Carol Burnett
Peggy Charren
Fred Friendly
R. Buckminster Fuller
Henry Hampton
Shoo Iwasaki
James Earl Jones
Norman Lear
Mayor Thomas Menino
Rod Parker
Dith Prahn
Hal Prince
Lee Remick
Hon. Elliot Richardson
Gene Roddenberry
Isabel Sanford
Rod Serling
Lesley Stahl
Frank Stanton
Donald Thurston
Daniel J. Travanti
Kathleen Turner
Liv Ullmann
John Updike
Jack Valenti
Henry Winkler

Musical Theatre Society Award of Distinction

Michael Bennett
Carol Channing
Martin Charnin
Betty Hutton
Shirley Jones
Carol Lawrence
Donna McKechnie
Stephen Sondheim
Susan Stroman
Charles Strouse
Ben Vereen

Phi Alpha Tau Joseph E. Connor Award

Walter Cronkite
Hugh Downs
Arthur Fiedler
Robert Frost
David Hartman
Elia Kazan
Thomas Leahy
Jack Lemmon
Edward R. Murrow
Carl Reiner
Robert Sarnoff
Yul Brynner

SCHOOLS, DEPARTMENTS, CONCENTRATIONS & MINORS

School of the Arts

The School comprises three departments.

Performing Arts
- Acting; BFA
- Dance/Theatre; BFA
- Design/Technology; BFA
- Musical Theatre Performance; BFA
- Production/Stage Management; BFA
- Theatre Education; BA
- Theatre Studies; BA

Visual and Media Arts
- Media Studies Track; BA
- Media Production Track; BA, BFA
  - Film
  - New Media
  - Television/Video
  - Audio/Radio

Writing, Literature, Publishing
- Writing, Literature, Publishing; BA, BFA

Minors offered by the School:
- Photography
- Visual Studies and the Arts
- Writing
- Fiction
- Publishing
- Literature
- Poetry
- Theatre Education
- Dance
- World Languages

School of Communication, Management and Public Policy

The School comprises two departments.

Communication; BS in Speech
- Political Communication
- Management Communication
- Marketing Communication: Advertising and Public Relations
- Communication Studies

Journalism; BS
- Print Journalism
- Broadcast Journalism

Minors offered by the School:
- Political Communication
- Management Communication
- History
- Journalism
- Marketing Communication: Advertising and Public Relations

School of Communication Sciences and Disorders

Communication Sciences and Disorders; BS

Minors offered by the School:

- Hearing and Deafness
- Brain and Language
- Psychology
- Science

ADMISSION

It is the policy of the College to admit those applicants whose interests and abilities are congruent with a major in a field of communication or the performing arts and who are well prepared to meet the challenges of a strong liberal arts curriculum.

The College seeks students who are able to accept the responsibility and challenge of active participation in the learning experience. Admission to the College is competitive and based primarily on a student's academic record, extracurricular activities, community involvement and other information indicating potential for success at Emerson. All of the requested credentials are evaluated carefully by the Admission Committee as each application for admission is reviewed individually. For some programs, auditions, portfolios, additional writing samples or interviews are required.

Some concentrations within the Performing Arts Department require an audition or portfolio review as part of the admission process. For applicants to the BFA programs in Acting, Musical Theatre, or Dance/Theatre and for applicants to the BA programs in Theatre Studies and Theatre Education who choose an emphasis in Acting, admission is based on the student's academic record, personal qualifications, and a required audition/interview. Students seeking admission to the BFA program in Design/Technology must provide a portfolio for review in advance of a required personal or telephone interview. Students seeking admission to Production/Stage Management and Theatre Education (without an Acting emphasis) programs are strongly encouraged to interview.

Applicants for the Writing, Literature, and Publishing program are encouraged to take the SAT II Writing exam and/or submit a graded writing sample along with their application. We strongly encourage applicants for Visual and Media Arts to submit evidence of their creative abilities.

Students and their families are strongly encouraged to visit Emerson, interview, and participate in one of the student-guided campus tours. All tours are preceded by an information session conducted by an admission representative. Visitors are invited to take part in a discussion of all aspects of the academic programs, co-curricular activities, and campus life. Although interviews are not required as part of the application process (except where noted above) they are recommended, and admission representatives are available for individual appointments. Students who are unable to visit Emerson are encouraged to call and talk with an admission representative over the phone.

To obtain further information, schedule a tour or interview, or speak to an admission counselor, please call the Office of Admission at (617) 824-8600 between 9:00 a.m. and 5:00 p.m. (EST) Monday through Friday. You may also email to admission@emerson.edu or FAX to (617) 824-8609. We also invite you to visit our web site at http://www.emerson.edu/admiss/ for information on the Admission process.

ADMISSION OF FIRST-YEAR STUDENTS

First-year applicants should submit the following for consideration for admission:

1. Show evidence of four years of study of English and at least three years of mathematics, science, social science, and of a single foreign language.
2. Provide an official transcript of secondary school records, including the date of graduation or expected graduation and first-semester senior grades. An official final high school transcript is required for matriculation into the college.
3. Provide letters of recommendation from a guidance counselor and a teacher who has taught the applicant in one of the following areas: English, Mathematics, Social Science, Natural Science or Foreign Language.
4. Submit results of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Testing Program (ACT). The test may be taken in either the junior or senior year of high school, but should not be taken any later than December of the senior year.
5. Submit the required essay.
6. Submit a completed application, with the $45 application fee, to the Office of Admission, Emerson College, 120 Boylston Street, Boston, MA 02116-1596 USA.
7. See page 13 for specific program requirements or recommendations.

FIRST-YEAR APPLICATION DEADLINES

September (Fall) Entrance

1. **Early Action:** Applicants whose applications are complete by November 15 will receive notification by December 15. Students admitted at this time are encouraged to submit their enrollment deposit as soon as possible, but are not required to do so until May 1.

2. **Regular Admission:** The deadline for admission is February 1. Notification of the decision will be mailed on or before April 1 to all applicants whose applications are complete by February 1. Applications which are completed after February 1 will be considered as received.

January (Spring) Entrance

The deadline for admission is November 1. Notifications will be mailed on or before December 15 to all applicants whose applications are completed by November 1. Applications that are completed after November 1 will be reviewed as they are received.

ADMISSION OF TRANSFER STUDENTS

Emerson welcomes applications for transfer admission. Acceptance to the College as a transfer student is based largely on the Admission Board's evaluation of the student's previous academic record. It is expected that the student has maintained a 3.0 grade point average at his or her previous college to be considered for admission. However, individual circumstances as described by the applicant in his or her application will be taken into account. Transfer students are required to complete one full year, at least twenty (20) credits in their major field, and their final term at Emerson.

Students interested in transferring to Emerson must meet the following requirements:

1. Provide college/university transcripts.
2. Provide an official FINAL high school transcript, indicating date of graduation or documentation of a high school equivalency exam (GED).
3. Provide two letters of recommendation from faculty members.
4. Provide the results of the SAT or the ACT (not required if applying for junior level or above).
5. Submit a personal essay.
6. Submit a completed application, with the $45 application fee, to the Office of Admission, Emerson College, 120 Boylston Street, Boston, MA 02116-4624 USA.

TRANSFER APPLICATION DEADLINES

September (Fall) Entrance

The priority deadline for admission is March 1. Notifications will be mailed before May 1 to all applicants whose applications are completed by March 1. Applications which are completed after March 1 will be reviewed as they are received.

January (Spring) Entrance

The priority deadline for admission is November 1. Notifications will be mailed on or before December 15 to all applicants whose applications are completed by November 1. Applications which are completed after November 1 will be reviewed as they are received.

ADMISSION OF STUDENTS TO THE HONORS PROGRAM

High school seniors who maintain outstanding academic records and seek an additional intellectual challenge at the college level may be invited to participate in the Emerson College Honors Program. To be considered for this program, applicants must generally meet the following requirements:

1. Complete the regular application procedures listed for first-year students by February 1, including the Honors Essay.
2. Typically, students admitted into the Honors Program have taken the most rigorous academic course work available at their high schools and have excelled in their intellectual and extracurricular activities.
3. Show evidence of an outstanding record of achievement in school and/or community affairs.

ADMISSION OF INTERNATIONAL STUDENTS

The College encourages applications from international students. Applicants who are not citizens or permanent residents of the United States must meet the following requirements:

1. Follow the application procedures listed for first-year or transfer applicants, depending on their educational background.
2. Submit all official academic credentials in the native language of study with an official English translation where applicable. Complete the Educational Background Summary form provided by Emerson.
3. Submit the official Declaration of Finances form indicating ability to meet College and living expenses during their United States residency.
4. Submit the results of the Test of English as a Foreign Language (TOEFL) if English is not the applicant's native language. A minimum TOEFL score of 550 is required for consideration for admission. Official SAT results are required of native English speakers or if the student has completed two or more years of U.S. secondary school.
5. Submit a completed application, together with a $45 application fee, to the Office of Admission, Emerson College, 120 Boylston Street, Boston, MA 02116-4624, USA.
6. A U.S. Immigration and Naturalization Service Certificate of Eligibility for Non immigrant (F-1) Student Status (Form I-20) will be issued to the accepted student upon receipt of the documented Declaration of Finances form computed in U.S. currency and the required tuition deposit.

For the September (Fall) term, the priority deadline for international student applications is March 1. For the January (Spring) term, the application deadline is November 1.

TRANSFER CREDIT

Transfer credit is granted for comparable course work at other institutions if the applicant received a grade of at least C for that course. However, no more than sixty-four (64) credits are transferable from a two-year institution. After a student is offered admission, a complete and official transcript evaluation will be made by the Registrar's Office. The report of this evaluation provided to the student will include notification of class standing, transferable credits, and requirements completed as of that date.

PERFORMING ARTS AUDITIONS AND PORTFOLIO REVIEWS

The Department of Performing Arts offers programs designed to meet the varied needs, goals, and talents of those interested in the broad field of theatre and the performing arts. Admission to the Department is open to all students accepted for study at Emerson College; audition or portfolio review requirements vary by degree and program.

Applicants for admission to the Department—as first-year or transfer students—must have an audition/interview as part of the admission process if their intended concentration is Acting, Musical Theatre or Dance. Audition/interviews or portfolio reviews are encouraged for applicants to all the other areas of concentration: Design/Technology, Theatre Education, and Production/ Management. Current Emerson students concentrating in other fields must audition also if they wish to enter as a Performing Arts major.

These audition/interviews are diagnostic—prospective students learn something about the faculty, the program and how their potentials are perceived—and have a significant role in the admission decision. The quality of the audition or other work presented, as well as personal knowledge of a prospective student gained through the interview, will be weighed alongside a student's academic record in making admission decisions. Specific scholarship awards (Emerson Stage Scholarships) are made after consultation with the Department. An audition/ interview is an important factor in its recommendations.

Students interested in a specialized, pre-professional training sequence in Acting, Musical Theatre or Design/Technology should be aware that progress in this work is contingent on permission of the faculty. Auditions and portfolio reviews, evaluated by the faculty of the relevant area, are normally conducted at the end of the second year of study, or the first year of residence for a transfer student. Permission to continue in training sequences is based on the quality of work presented at the audition or through the portfolio, as well as on a student's artistic potential and integrity, discipline, and commitment to a professional future, as revealed through work in all studio classes and in theatre production. *For further information contact the Office of Admission, or the Department of Performing Arts at (617) 824-8780, by fax at (617) 824-8799.*

Notices of dates and procedures for audition/interviews will be included in the Application for Admission. Audition/interviews are held in Boston from November-March and in a number of cities nationwide.

EARLY ADMISSION

Academically qualified high school students may apply during their junior year for admission as first-year students at Emerson enrolling in the following fall semester. Up to four courses during the first year at Emerson may then be used to substitute for two high school classes in order for the student to complete his/her high school requirements. The student must receive written approval of the secondary school and his/her parent(s) or legal guardian(s), and the secondary school must agree to grant a high school diploma. An interview with an admission officer is required prior to application for admission. The College welcomes inquiries from those who feel they are prepared scholastically and socially to undertake college work.

READMISSION: LEAVE OF ABSENCE OR WITHDRAWAL

Students who have completed an official Leave of Absence request are eligible for consideration of readmission to the College within two years from their last date of attendance. An Application for Readmission must be completed and returned to the Office of Admission for processing. Formal approval for readmission is needed, and the college reserves the right to disapprove a readmission request. Generally, students who are readmitted within two years from their last date of attendance will be admitted under the same academic and social standing as when they left. Students who have taken courses at other institutions while on leave from Emerson must have an official transcript of their work sent to the Office of Admission. This course work will be taken into consideration during the readmission review process. When the student is readmitted, the Registrar's Office will complete a transfer credit evaluation.

Students who apply to be readmitted more than two years after leaving the College must complete the full admission application process and are subject to the admission standards prevailing at the time the application is submitted. There is no guarantee of readmission. Credit for Emerson work previously completed is subject to course approval, and a student would follow the catalogue in effect for the term in which he/she is readmitted.

After the student has received financial clearance from the Student Accounts Office, he/she may schedule an advising appointment and register for classes.

ADVANCED STANDING

Up to a year's worth of credit may be awarded for successful completion of certain college-level examinations. Official examination results are required in order to be considered for credit. Students may not receive credit twice for different exams taken in the same area, e.g. IB or GCE-A level in mathematics. Official evaluations are made after students are accepted to Emerson.

The following college-level examinations are considered for advanced standing:

- The British General Certificate of Education, Advanced Level. Course credit will be awarded for grades A, B or C. The amount of credit earned will be determined on a case-by-case basis.
- The International Baccalaureate (IB). Credit is awarded for higher level examinations with scores of 4, 5, 6 or 7, with the exception of Language A/ English, for which a score of 6 or 7 is required.
- Advanced Placement Program (AP). A student achieving a score of 3,4 or 5 will receive four credits (one full course) in the area of the exam.
- A maximum of 32 credits of CLEP, Advanced Placement and other college-level examinations combined are accepted by the College.
- Emerson recognizes the academic value of other national secondary school systems, and will consider advanced standing credit for work completed under many systems including, but not limited to, the Dutch VWO, German Abitur, Swiss Maturite, European Baccalaureate, and Canadian 13th year.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Students may receive credit for relevant life experience equivalent to college-level course work based on the examination results of the College Level Examination Program (CLEP) of the College Entrance Examination Board. Each subject examination passed with a score that is equivalent to C or better and each general examination passed with a score of 450 or better earns four credits toward the bachelor's degree. A maximum of 32 credits of CLEP, Advanced Placement and other college-level examinations combined are accepted by the College.

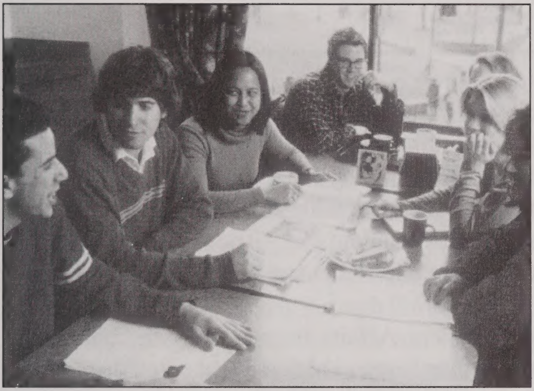
STUDENTS WITH DISABILITIES

Emerson College is committed to ensuring physical and programmatic access to students with documented disabilities. The staff of the Learning Assistance Center (LAC) will work with each student to address specific academic needs and accommodations. To facilitate coordination, students are asked to meet with the Coordinator for Students with Disabilities in the LAC before meeting with professors. Students are requested to contact the Coordinator before the beginning of classes and present medical, psychological, and other documentation of disability. Appropriate services and accommodations will be arranged. A team approach that includes faculty, student, and staff of the LAC is used. All documentation is maintained separate from academic records and is confidential.

ADMISSION FEES

New students should expect to incur the following costs during the admission process:

- A $45 application fee, non returnable, due when the application is submitted.
- A $200 tuition deposit upon confirmation of acceptance of admission to the College. This deposit is non-refundable and will be applied toward the student's first term billing.
- A room deposit of $300 for students applying for on-campus housing. This deposit is non-refundable.



STUDENT LIFE

Emerson provides a broad range of student development programs and services to complement the academic programs of the College. Open communication between and among students, faculty, and administrators is continuously cultivated and students are urged to seek support and guidance from all members of the College community.

Students are encouraged to become involved immediately in the wide variety of productions and professional experiences available through School-specific and various co-curricular and extra-curricular programs. In addition to on-campus opportunities, many students work off-campus in production companies, advertising firms, social service organizations, local and state government and broadcasting stations. No restrictions are placed on the Emerson student with respect to working or gaining professional relationships outside the College, and many Emerson graduates find a place on the career ladder as a result of these experiences.

Social life at the College invariably includes participation in the numerous co-curricular and extra-curricular student organizations on the campus, and the many activities available in greater Boston, including symphony orchestras, professional theatres, museums, ballets, parks, historical landmarks and professional sports teams. Emerson is within walking distance of shopping, entertainment, restaurants and most cultural events. Buses and subways provide easy access to travel in and around Boston. Winter sports areas are only a couple of hours away, and summer beaches are even closer.

STUDENT RESOURCES

The Office of the Dean of Students oversees the Division of Student Affairs, which is responsible for assisting students with all aspects of adjustment to college life, and is committed to fostering a campus climate that encourages individual development, community responsibility and an appreciation for diversity.

The Student Affairs staff is involved in the development and implementation of many activities and services, including New Student Orientation, student organization consultation, educational programming and student leadership training. Support services are available to assist students with problems or unanticipated crises, to plan activities and to listen to student suggestions and complaints. Individual counseling is also available to help students with academic, career and personal concerns.

The work of the Division of Student Affairs is guided by the belief that intellectual and personal development are inseparable, and that a healthy campus community is essential to the growth of the whole student. Student Affairs advances Emerson College's mission by providing a wide range of purposeful out-of-classroom experiences and services that encourage student learning and foster a sense of community. Students are challenged to think critically and support community standards within an environment where the principles of freedom of expression, civility, diversity, fairness and caring are valued and affirmed.

The Office of the Dean of Students is located in the Student Union at 96 Beacon Street.

New Student Orientation. Orientation is the time set aside during the first few days at Emerson to welcome freshman and transfer students to the campus community. Academic possibilities are explored through meetings with advisors and peer orientation leaders, and various activities are planned to assist new students in acclimating to their new environment. During Orientation students also are introduced to many of the co-curricular activities that complement the College's communication and performing arts academic programs.

New Student Orientation is coordinated by the Office of Student Life, located at 96 Beacon Street and can be reached at (617) 824-8637.

Counseling Center. The Counseling Center provides services to students who have any of a wide variety of personal concerns around relationships, family, academics, career, or psychological issues such as depression, anxiety, eating disorders or substance abuse. The services offered by the Center's psychologists and social workers include short-term counseling and psychotherapy, psychiatric consultation, support and therapy groups, psycho-educational workshops, crisis intervention, and referrals to outside agencies and private therapists. Confidentiality within the guidelines of professional ethics and legal principles is guaranteed to all students visiting the Counseling Center.

The Counseling Center is located at 216 Tremont Street and can be reached at (617) 824-8595.

Health Services. The Emerson College Health Center strives to meet the immediate health needs of both resident and off-campus students, and provides both follow-up and educational services, including general medical care, health counseling and education, routine lab work, and referrals to other health specialists when appropriate. Confidentiality within the guidelines of professional ethics and legal principles is guaranteed to all students using the Health Center. Dental service is not available at the Center, but referrals are made to dentists in the community. The staff consists of trained and licensed professionals, including nurse practitioners, registered nurses, a health educator, and a consulting general medicine physician. The Center is open Monday through Friday and is closed on weekends and holidays. Emerson College is situated in an area within two miles of five major hospital emergency rooms. When the Health Center is closed students should go to one of these emergency rooms for urgent and emergency care. When possible, non-urgent care should wait until the Health Center reopens to avoid unnecessary medical bills.

All students are required to have a medical history and record of a physical examination on file in the Health Center prior to enrollment. Massachusetts state law mandates that all students have immunizations valid and current before entering the College.

The Health Center is located at 216 Tremont Street and can be reached at (617) 824-8666.

Health Insurance. All students are required to be covered by a qualifying health insurance plan that meets established minimum benefit guidelines as defined by Massachusetts state law. Annually, students must choose the group health insurance plan offered through Emerson College or demonstrate that they have comparable qualifying coverage.

Office of AHANA Student Affairs. The Office of AHANA Student Affairs cultivates involvement opportunities for AHANA (African, Hispanic, Asian and Native American) students to maximize chances for their successful academic and social transition, integration and retention at the College. The Director of AHANA Student Affairs is available to discuss academic, cultural, personal, and social concerns. All students are encouraged to meet with the advisor.

The Office of AHANA Student Affairs is located in the Cultural Center, behind 132 -34 Beacon Street, entrance on Berkeley Street. The Director can be reached at (617) 824-8642.

Cultural Center. The Cultural Center was established to enhance the educational, cultural and social needs of the campus community. The Center is available for students, faculty and staff, and is host to a number of programs throughout the year. The offices of the Director of AHANA Student Affairs and the AHANA student organizations, and a kitchenette and lounge area are housed in the Center.

The Center is located behind 132-34 Beacon Street, entrance on Berkeley Street, and can be reached at (617) 824-8642.

Office of International Student Affairs. International students are provided support and relevant information through this Office. The staff is available to process immigration forms, provide advice regarding I-20s, IAP-66's, and practical training, and discuss issues related to academics and adjustment to the United States. The Director works with the Emerson International Student Organization and plans orientation, informational meetings, and social programs for international students.

The Office of International Student Affairs is located at 216 Tremont Street and can be reached at (617) 824-7858.

Office of Off-Campus Student Services. Over a half of the undergraduate student population lives off-campus. Off-campus or commuting students are characterized by those who live at home with family members or in apartments by themselves or with roommates. The Office of Off-Campus Students Services (OCSS) supports and serves this population by providing a variety of resources and programs. OCSS coordinates a discounted T-Pass program, provides information relative to off-campus living including the maintenance of a vacancy listings database and assists students with roommate matching. Emerson students can access the off-campus database on the web at 'emerson.edu/student_life' for roommate information and to view listings. The Off-Campus Network (OCN), a student organization, partners with the Coordinator of OCSS to provide a monthly newsletter and a series of events for socializing and support.

The Office of Off-Campus Student Services is located at 216 Tremont Street and can be reach at (617) 824-7863.

Athletics and Recreation. The Athletic Department coordinates the College's varsity and intramural sports programs. Athletics at Emerson is an opportunity for student-athletes to bring out their best through competition and to learn valuable lessons on and off the field that will stay with them throughout their lives. Lessons about teamwork, self-discipline, dependability, and dedication help shape a well-rounded individual.

Varsity Program. Athletics at Emerson offers a wide variety of sports for today's student-athlete to participate in. Student-athletes can display their skills in twelve varsity sports. The Lions field competitive teams in:

MEN	**WOMEN**
Basketball	Basketball
Baseball	Softball
Golf	Golf
Soccer	Soccer
Tennis	Tennis
Lacrosse	Cross-Country
Volleyball	

Emerson College is a Division III member of the National Collegiate Athletic Association (NCAA), the Eastern College Athletic Conference (ECAC), and the Great Northeast Athletic Conference (GNAC).

The Athletic Department is located at 80 Boylston Street, 1st floor of the Little Building, and can be reached at (617) 824-8690.

Intramural Program. Having fun, getting some exercise, and competing at a friendly level is the successful formula that defines the Emerson Intramural Sports Program. The intramural program allows students the flexibility in choosing to participate in sports as their time and interest permit. The program offers tag football, basketball, and volleyball among its sports.

Fitness Center. The Emerson College Fitness Center (ECFC) offers exercise and wellness programs designed to meet specific interests and goals including proper diet and nutrition, stress management, sports conditioning, and general physical fitness. The ECFC provides state of the art strength training, cardio and free weight equipment, as well as a studio where a daily schedule of aerobic, dance, yoga, and conditioning classes are offered.

The Fitness Center is located in the basement of the Little Building residence hall at 80 Boylston Street and can be reached at (617) 824-8692.

Spiritual Life. The Center for Spiritual Life exists to promote both a sense of community among persons of different faiths, and educational and spiritual growth on an individual basis for interested students, faculty, and staff. Members of the clergy and lay ministry from several denominations are available through this office.

The Center for Spiritual Life is located at 120 Boylston Street and can be reached at (617) 824-8698.

Student Union. The Union at 96 Beacon Street is the "living room" of the College, where all members of Emerson are invited to gather. The services and programs are designed to bring students, faculty, and administrators together to facilitate communication and build a sense of community.

Housed in the Union are a ride board, student lounge, piano rooms, meeting and conference rooms, vending machines, organizational resource room, student organization offices, mailboxes and bulletin boards, the Office of Housing and Residence Life, the Office of Student Life, the Office of the Dean of Students, and the Office of the Director of Student Activities/Union.

RESIDENTIAL LIVING:

OFFICE OF HOUSING AND RESIDENTIAL LIFE

Emerson residence halls offer students the opportunity to live in the city of Boston and develop responsibility and independence through active participation in their living community. All Emerson students may apply for on-campus residence hall accommodations, but on-campus housing is limited.

While we encourage first year students to live in Emerson residence halls, on-campus housing is neither required nor guaranteed. All first year students must submit a $300 deposit no later than May 1 to be considered for a room in a residence hall; rooms are assigned on a first-come, first-served basis. Housing for transfer students is extremely limited. (See Office of Off-Campus Student Services.)

Professional staff serve as residence directors and upperclassmen serve as resident assistants. The primary goal of the residence hall staff is to assist students in cultivating and maintaining a community environment conducive to learning and personal development.

All residence halls are within walking distance of all of the campus' academic and administrative buildings. The addresses of our residence halls are:

100 Beacon Street
Boston, MA 02116-1511

132-134 Beacon Street
Boston, MA 02116-1401

6 Arlington Street
Boston, MA 02116-3402

80 Boylston Street
Boston, MA 02116-4803

The "Little Building" at 80 Boylston Street is located on the East Campus across from the Boston Common and next to the Emerson Majestic Theatre. The main dining hall and a convenience store are located in The Little Building. The other three residence halls, a snack bar and another convenience store are located on the West Campus, near the Boston Public Garden.

The College provides breakfast, lunch, and dinner in the College dining halls for students living on- and off-campus. The meal plan is mandatory for all undergraduate students living in the residence halls. There are several meal plan options from which to choose.

All students living in the residence halls are required to sign a room and board contract for the full academic year. Students are obligated to fulfill their full year commitment unless they graduate in mid-year or attend one of the College's external sites during the Spring semester.

Residence Hall Association (RHA). The RHA works to promote a positive residence hall community and serves as a unifying organization for Emerson's five hall councils. The RHA works in conjunction with the individual Hall Councils and the Office of Housing and Residence Life to address residential environment and quality of life issues, and sponsors social, educational, and cultural programs for residents.

THEME HOUSING

The theme housing program offers students, faculty and staff the opportunity to form and participate in residence hall learning communities organized around common academic and/or intellectual interests related to the College's mission.

The STAR (Students Taking Active Roles). This interactive and substantive living/learning program is reserved for a limited number of first year students wanting to take an active role in the success of their undergraduate experience. Students will be enrolled in the following one credit non-tuition course:

FS 101 Freshman Symposium: Strategies for Success
1 non-tuition credit

The Freshman Symposium consists of weekly workshops taught by Student Affairs professionals. The Symposium is designed to enhance the student's skills and expand their understanding in such crucial college transition areas as time management, values, goal-setting and decision-making, diversity, community involvement, relationships, health, campus resources and career preparation.

The Writers' Block. This highly interactive and close community is focused on students majoring in Writing, Literature and Publishing at the College. Other interested students are also welcome to apply to live on this floor on a space available basis. Planned activities on the floor have included discussion groups, instructor-led workshops in creative writing and on literary works, floor-sponsored readings and creation of a compilation of works written by members of the Writers' Block community.

The Wellness Floor is comprised of students committed to living healthfully and dedicated to an alcohol, nicotine and other drug-free lifestyle. Students work together to provide a supportive community and develop an understanding of wellness issues by initiating and participating in theme-related programming.

Digital Culture Floor. This theme floor provides a living/learning environment for students interested in investigating, discussing and creating digital culture. Whether you are a beginner or an expert in multimedia production, you will be afforded the opportunity to extend your knowledge of computers and new media technology. Upper-class students on the floor are available to provide technical computer support and assistance. Freshman residents of the floor will be enrolled in a first year course in "Digital Culture." Check out Digital Culture web site at *http://www.discovery.emerson.edu.*

Leadership Through Service: This theme floor is scheduled to be piloted during the fall 2000 semester. The floor's goal is to integrate community service into students' overall learning and residential experiences with the focus on change rather than charity. Through active participation students will gain a greater understanding of civic responsibility and have an opportunity to develop valuable leadership and life skills. All students committed to working closely with other interested members of the campus and contributing to the greater Emerson community are invited to participate in this new initiative. Possible service activities could include reading to elementary school children, working with the homeless and environmental clean-up projects.

STUDENT CODE OF CONDUCT

All students at Emerson College have certain rights and responsibilities by virtue of their status in, and relationship to, the wider society of which Emerson is a part. In addition, there are particular rights and responsibilities that are derived from membership in the Emerson College community. These rights and responsibilities, as well as the Student Code of Conduct, appear in significant detail in the Student Handbook.

The Code of Conduct applies to all students enrolled in any course or program at Emerson College, whether on a part-time or full-time basis. Students found responsible for violations of the College's rules and regulations will be held accountable for their actions.

ALCOHOL AND OTHER DRUG POLICY

Emerson College is determined to establish and maintain living and learning environments that are free from the negative effects of alcohol and other drug (AOD) abuse. Focusing on responsible decision-making, the College offers a variety of health and wellness programs to increase education and awareness about AODs with the goal of reducing problems associated with them.

While the College encourages responsible decision-making regarding the use of legal drugs (alcohol, pharmaceuticals, etc.), it does not condone their abuse, underage drinking or the use of any illegal drugs. The College will identify resources and provide assistance for students who have or who develop problems with AODs.

Students are expected to observe and comply with all College regulations regarding AODs and will be held accountable for violations. Sanctions may include up to and including suspension and/or dismissal from on-campus housing and/or the College.

A complete copy of the Emerson College Alcohol and Other Drug Policy, including specific regulations, can be obtained from the Office of the Dean of Students.

STUDENT ACTIVITIES

Co-curricular activities, including student clubs and organizations, are an important part of life at Emerson. Emerson clubs and organizations provide students with valuable opportunities to gain practical experience in production and performance outside the classroom. Students get involved in management, leadership, and interpersonal relationships which encourage them to develop both personally and professionally.

In addition, there are various planned activities at Emerson designed to assist students in their overall development. Social events give all Emerson students a chance to get to know one another; cultural events serve to teach students about people different from themselves; recreational sport programs help students gain confidence in physical activities; and educational seminars expose students to a variety of issues and concerns both inside and outside their major fields of study or immediate areas of interest.

Student Government Association (SGA). The SGA was formed to "establish a firm government to supervise student activities, to promote general welfare, and to provide adequate channels for expression of student viewpoints in all areas of college life…" The SGA, in cooperation with the Student Affairs staff, plans and executes College activities, and allocates and supervises funding to student clubs and organizations. All students are responsible for paying an activities fee and are entitled to SGA benefits. Through its elected officials, the SGA serves as a liaison between students and the College administration. It is responsible for selecting student membership on various College committees dealing with College policy, facilities, discipline, programming, and a variety of other areas.

Asian Students for Intercultural Awareness (ASIA). Emerson's Asian Students for Intercultural Awareness (ASIA) was recognized as of spring 1993. This organization was founded to provide awareness of the vast cultures present within the Asian community. ASIA is dedicated to becoming an active member in the varied social events of the Emerson community.

AMIGOS. AMIGOS is Emerson's Latino student organization. It was founded by a group of four Latinos who wanted to meet other students of the same background. The organization's goals are: To make Emerson aware of the Latino community, to share the differences within Latino cultures, and to serve the Latino community in the greater Boston area. AMIGOS is a multicultural group which welcomes everybody, Spanish-speaking or not, who would like to learn about its many cultures.

The Berkeley Beacon. Issued every week during the academic year, *The Berkeley Beacon* is a College newspaper which is student produced. All staff positions are open to students.

Committee for Awareness Programs at Emerson (CAPE). A campus-wide committee which operates out of the Office of Student Life, comprised of students, faculty and administrators, presenting educational programs to promote awareness on topics of multiculturalism, sexual assault, substance abuse, the environment, sexuality, and STDs/AIDS. All members of the campus are invited to participate.

Communication, Politics and Law Association. Started in 1985, this group meets the particular needs of Communication, Politics, and Law students by serving as an information center, sponsoring members to events such as the Harvard national Model United Nations, and by holding a periodic lecture series.

Developed Images. Emerson's only creative black and white photography magazine. Photographs may be submitted by anyone in the Emerson community.

Earth Emerson. Earth Emerson works to promote environmental awareness and stewardship and to better the campus, community, and global environments through student action. Annual activities include cause fund-raisers and benefit concerts, hiking, community clean-ups and campus greening projects.

EBONI. Emerson's Black Organization with Natural Interests (EBONI) is an organization dedicated to the political and cultural reawakening of African-American students in the Emerson Community. Students organize and sponsor such programs as Harambee, Kwanzaa, cultural retreats, Black History Month, and the End of the Year Awards Banquet. They also maintain a resource library and attend seminars and conferences designed to further the involvement and increase the influence of African-American students at Emerson.

ECW (Emerson Comedy Workshop). ECW's main purpose is to explore and perform any and all comedic forms, as well as to provide experience for students interested in the field of comedy. Membership is open to full-time students who complete the audition process and are chosen to be actors, or who join the technical staff.

Emerson Alliance of Gays and Lesbians and Everyone (EAGLE). This group was established to promote visibility and acceptance of queer culture throughout the campus and community. Membership is open to any student who is interested in aiding others with a personal acceptance of homosexuality. The group sponsors social, academic and awareness functions for the community on issues relevant to queer culture.

Emerson College Chinese Student Association (ECCSA). The Emerson College Chinese Student Association (ECCSA) was officially recognized as of spring 1993. This organization is dedicated to introducing Chinese culture, customs and language to the College and the community through activities and events. ECCSA is also committed to making the College community aware of the Chinese students' presence by introducing Chinese culture and issues to the community. ECCSA makes an effort to welcome and assist all newly arrived students from the Republic of China (Taiwan), People's Republic of China, Hong Kong, and Singapore.

Emerson Dance Company. The Emerson Dance Company is a student organization that welcomes both the accomplished and beginning dancer. The group offers opportunity and growth in the areas of performance and choreography. They also offer master classes by well-known choreographers and dancers that are open to the Emerson community.

Emerson Film Arts Society (EFAS). EFAS allows students to explore a hands-on approach to film culture. The organization is made up of five student-run film groups: Frames Per Second (a production group), Women in Motion (a production group), *Latent Image* (a journal of student film criticism), Films From The Margin (a series devoted to independent filmmakers and their films) and Cinematheque (a series devoted to major-release art films).

Emerson Communication (EmCom). EmCom is a student-operated and faculty-advised marketing communication agency dedicated to providing students with hands-on experience in the areas of advertising, public relations, promotion, graphic design and computer graphics. EmCom services are available to on-campus and off-campus organizations.

Emerson Independent Video (EIV). Emerson Independent Video (EIV) is a student-run organization serving the Emerson community. Its goal is to allow students to apply their skills in all phases of television production in a professional atmosphere. EIV produces over four hours of programming a week. This includes several half-hour newscasts each week, as well as several other half-hour shows. EIV has remote equipment for on-location shoots and its own editing facility for post-production. EIV also produces the EVVY Awards, Emerson's own EMMY awards, where distinguished people from the industry give awards to Emerson's best television production work. The EVVYs ceremony is a major event in the Emerson community.

Emerson International (EI). The College's international student organization works with the Director of International Student Affairs to provide support for Emerson's international population as well as increase cultural awareness within the College community. Made up of students of diverse backgrounds and interests, EI provides social and educational programs while serving as a resource for projects identified by the Director of International Student Affairs.

Emersonian. This student-produced College yearbook is a permanent chronicle of the days, people, places and events of the academic year.

The Emerson Review. This award-winning literary magazine is edited by undergraduates and issued biannually. It includes short stories, poetry, articles and reviews by students, as well as work solicited from graduate students, faculty, and guest authors.

Forensic Society. The Forensic Society is a nationally recognized competitive speech and debate organization. Novice and varsity competitors obtain the experience which has led Emerson teams to an outstanding record in national and international competition. The Society sponsors debate and individual event tournaments, and student attendance at speech tournaments throughout the nation.

Gangsters in Concrete. *Gangsters in Concrete* encourages experimentation, exploration, and enthusiasm in the writing and reading of poetry and prose through workshops, seminars, and readings. It is also the title of a biannual publication of poetry and prose by students only.

Hands-On Experience. Hands-On Experience is a student-run organization to promote awareness about deafness and to teach sign language to students in all fields of study. Students perform on-campus as well as in the community by incorporating sign language, music, movement and the dramatic arts.

Hillel. Emerson's chapter of Hillel provides social, cultural, religious and educational activities for those students wishing to learn of and participate in the traditions of Jewish life.

Hyena. *Hyena*, Emerson's humor magazine founded in 1979, provides an outlet for both written and visual humor.

Musical Theatre Society (MTS). MTS provides opportunities for participation in musical productions on and off campus. The Society sponsors special guest appearances by leading musical theatre personalities, is responsible for administration of an Award of Distinction, and co-produces a major spring musical in association with the Performing Arts Department.

National Student Speech-Language-Hearing Association (NSSLHA). All Emerson students have the opportunity to become members of this national organization. The Emerson chapter provides the opportunity for students to take part in professional activities in the study of normal and disordered human communication behaviors on a local, regional, and national level. Students are provided with the opportunity to expand their knowledge of communication disorders through conferences, workshops, lectures, voluntary efforts, and other experiences.

Newman Club. The Newman Club provides opportunities for Catholic students to develop their faith and to work on-campus in sponsoring prayerful, social, educational and service-oriented activities.

Off-Campus Network (OCN). The purpose of the Off-Campus Network is threefold. First, it serves as a liaison between off-campus students, the Office of

Student Life, the SGA, and the College. Secondly, it works to design programs and services to meet the needs of the off-campus population. OCN also plans social functions for its constituency. Students are encouraged to become involved in the network.

Oral Interpretation Society. Society members promote the oral presentation of literature and represent the College at oral interpretation festivals nationwide. The Society also sponsors chamber theatre productions as well as frequent recitals including the prestigious Southwick Recital Series.

Public Relations Student Society of America (PRSSA). A national society of students aspiring to careers in public relations. PRSSA at Emerson brings students together with public relations professionals in a broad range of profit and non-profit careers, and sponsors student projects for clients outside the academic realm.

Radio and Television News Directors Association (RTNDA). One of the first student chapters of this national broadcast news directors professional organization is at Emerson College. It is open to students committed to broadcast journalism careers. RTNDA activities include professional and service programs as well as social events.

Society of Professional Journalists (SPJ). A student chapter of this prestigious national professional organization is open to students committed to a career in journalism. SPJ activities include professional programs, service activities, and social events. The Emerson SPJ chapter was selected as the outstanding student chapter in the nation for 1990.

spec. spec was founded to develop a forum for students interested in the art of screenwriting, to provide a means for students to explore the artistic abilities in themselves and other student screenwriters, and to promote and nurture the interest of those who wish to pursue an education in the field of screenwriting.

Swolen Monkey Showcase. This comedy and improvisation group is fully aware that it has misspelled "swollen." The group performs original material throughout the year at scheduled showcase performances on-campus and at Boston's comedy clubs. Auditions are held each semester for students interested in comedy writing and/or performing. Membership is open to those students interested in production and advertising aspects of the organization.

This is Pathetic. There are three rings of fun in this circus-like atmosphere where performers specialize in magic, clowning, mime, puppetry, clogging, taxidermy and unlocking the mysteries of the dynamic unification theory. Auditions and complete physicals are held biannually.

The Undergraduate Writers Network. The Undergraduate Writers Network is an organization focusing on the writing community at Emerson. The group is committed to enhancing communication between Writing, Literature and Publishing faculty and students, and letting students know of community readings, slams and workshops. Informal workshop sessions are held and The Undergraduate Writers Network sponsors such things as poetry slams and readings.

WECB. This closed-circuit radio station (99.9FM/640AM) serves the Emerson residence halls and dining facility. The station is staffed by students and operates on revenue generated through advertising. Auditions are held at the beginning of each term. Positions are available in sales, promotion, production, public relations, programming, music announcing, news reporting and sportscasting.

WERS(FM). WERS(FM) (88.9MHz), New England's oldest non-commercial radio station, WERS(FM) reaches out to a potential audience of three million people with its eclectic blend of music, news and public affairs programming. The 4,000-watt station is entirely student-operated and has been recognized nationally for its excellence. *Boston* magazine chose it as Boston's Best Radio Station in 1989 and *Details* magazine made the same choice in 1991. WERS raises much of its own funding through its annual LIVE MUSIC WEEK fund-raiser, during which over 90 live musical performances are presented from the WERS studios. Auditions are held at the beginning of each term.

FRATERNITIES AND SORORITIES

Greek Council. The Greek Council was established to facilitate the movement of Emerson's Greek letter organizations toward unification and harmony through the evaluation of existing and prospective Greek letter organizations, and through working together on projects to serve the Emerson College community. Membership consists of any fraternity or sorority recognized by the Greek Council and Emerson College.

Alpha Epsilon Phi. This is a national sorority which was originally founded at Barnard College in 1909 and begun at Emerson College in 1988. AEPhi is a social sorority that believes in promoting faculty approval, student esteem and Greek unity.

Alpha Pi Theta. A local social fraternity with goals of brotherhood, love, and trust.

Chi Delta Chi. A social and support sorority based on trust, friendship, love, and individuality within a unified group. The sisterhood incorporates community service, on and off the Emerson campus, into their annual goals.

Kappa Gamma Chi. A professional sorority founded in 1902 committed to serving the College and local community. The Sisterhood fosters the ideal of nurturing professional, strong and independent women.

Phi Alpha Tau. The oldest communication arts fraternity in the United States. Tau provides special programs and services at Emerson, including the semi-annual College press conference and presentation of the Joseph E. Connor Award.

Phi Sigma Sigma. Phi Sigma Sigma is a national women's fraternity dedicated to service, scholarship and friendship. Since its founding in 1913, the organization has pledged its endeavors to "the brotherhood of man and the alleviation of the world's pain," therefore philanthropy is an integral part of the Phi Sigma Sigma life.

Sigma Alpha Epsilon. A national fraternity with a long history of service to the community. The brotherhood is involved in numerous charitable and social endeavors.

Sigma Pi Theta. A social sorority dedicated to stimulating unity, growth, support, and awareness among the women at Emerson College.

Zeta Phi Eta. The co-ed Alpha Chapter of the oldest national professional fraternity in the communication arts and sciences was founded at Emerson College in 1908. Membership is based on recommendation and scholarship in speech. Major community projects have included volunteering for various AIDS benefits, the Jimmy Fund, and the Boston Marathon.

HONORARY SOCIETIES

IRTS (International Radio and Television Society)--Alpha Epsilon Rho. Outstanding broadcasting students are eligible for this national honorary broadcasting society. The Emerson chapter produces its own TV and radio programs and serves the media needs of the Emerson community.

Delta Sigma Rho-Tau Kappa Alpha. This forensic fraternity, founded in 1906, admits students who have outstanding intercollegiate forensic experience and members of the faculty who have been associated with debate and forensics. The society has two purposes: to promote interest in and to award suitable recognition for excellence in forensics and original speaking, and to foster an appreciation of freedom of speech as a vital element of democracy. The Emerson DSR-TKA chapter was founded in 1970.

The Gold Key Honor Society. The Gold Key Honor Society is Emerson's official academic honor society. To qualify, a student must be either a junior or senior, with no fewer than 48 credits earned at Emerson College. Inductees into Gold Key are those juniors at the top 5% of their class, and seniors at the top 10% of their class (including seniors inducted in their junior year).

Lambda Pi Eta. A national honor society for students who have achieved academic distinction in communication. Open to juniors and seniors in Communication Studies; eligible students must have achieved a 3.25 in their major and a 3.0 overall.

DRAMATIC, DANCE AND MUSICAL PRODUCTION ACTIVITIES

Student participation in dramatic productions at the College is varied and either extra- or co-curricular. Students can be active in dance, drama, musical theatre, children's theatre, puppet theatre, and comedy. The Department of Performing Arts encourages all students to participate in both on- and off-campus productions. Casting for faculty or guest artist directed productions created by Emerson Stage is limited normally to Performing Arts majors.

Emerson Dance Company. The Emerson Dance Company is a student organization that welcomes both the accomplished and beginning dancer. The group offers opportunity and growth in the areas of performance and choreography. They also offer master classes by well-known choreographers and dancers that are open to the Emerson Community.

Musical Theatre Society (MTS). MTS provides opportunities for participation in musical productions on and off campus. The Society sponsors special guest appearances by leading musical theatre personalities, is responsible for the administration of an Award of Distinction, and co-produces a major spring musical in association with the Performing Arts Department.

EMERSON STAGE

Emerson Stage, the production arm of the Department of Performing Arts, presents many events annually, from every major theatrical genre. Students are exposed to a wide range of performance and production opportunities, such as: Majestic Theatre and Studio Shows. Students may audition for a variety of individual productions in one of the performance spaces: The Emerson Majestic Theatre or the Studio at the Brimmer Street facility. Staged readings and workshop projects led by faculty or guest professional directors are also available.

Class Projects. Directing Projects, Mini-Musicals, BFA Dance Concerts; all feature the work of students as directors and performers.

Loft and Circle Seasons. 8-10 projects a year are mounted in two smaller theatre spaces under the direction of advanced students, faculty or guest artists.

Workshop Projects. Faculty and guest artist directors provide further training work for student actors in workshop productions. These include 8 anthology projects mounted each spring as part of the first-year work in Acting, Voice and Text.

For a more extensive list and expanded description of student clubs and organizations, consult the Student Handbook.

FINANCIAL ASSISTANCE

Emerson College's Financial Assistance Program helps qualified students and their families finance the student's education. Sources of assistance include scholarships, grants, employment, loans, or a combination of these. Institutional funds at Emerson College are awarded on the basis of both financial eligibility and academic merit. All federal funds are awarded on the basis of financial eligibility. The responsibility for financing a college education initially rests with the student and his or her family. Assistance is provided by the College as a supplement to the family's effort.

Anyone wishing to apply for financial assistance should request a copy of the current edition of Financing Emerson Education from the Emerson College Office of Financial Assistance, 120 Boylston Street, Boston, MA 02116-4624.

COLLEGE COSTS AND STUDENT EXPENSE BUDGETS

The total cost of attending an institution is an important factor in family financial planning. The tuition, room and board and other fees and charges compose the majority of an Emerson student's expenses. However, books and supplies, personal needs and transportation must also be included. Students and parents should allow for inflation when considering financing four years of attendance at Emerson. The college estimates that the typical residence hall student should be prepared for costs of approximately $30,500 for the nine months of the 2000-01 school year, with commuting students spending perhaps $24,000. All of the items listed above are used to determine the student's college budget. When the Office of Financial assistance reviews an application to determine a student's financial eligibility, this entire college budget is used as a base, rather than merely the amount of the tuition and room/board bill.

A commuter is defined as a student living at home with his or her parents or other relative. If a student's living arrangements change after submitting the Free Application for Federal Student Aid (FAFSA) and the PROFILE application, he or she should contact the Office of Financial Assistance. This action may result in a change in financial assistance offered.

DETERMINING INDEPENDENT STUDENT CLASSIFICATION

The Office of Financial Assistance must determine who provides the majority of support for the student's education. When the parent(s) provide this support, the student is classified as a dependent student, and the award is an analysis of the financial position of the parent(s) and student.

The responsibility for financing a college education rests with students and their families. In the distribution of institutional funds, Emerson College reserves the right to determine dependency status for each student.

For federal and state assistance, an independent student is an individual who meets one of the following criteria:

1. An individual at least 24 years old by December 31 of the award year.
2. An orphan or ward of the court.
3. A veteran of the Armed Forces of the United States.
4. An individual with legal dependents other than a spouse.
5. A graduate or professional student.
6. A married person.

Independent students should see the instructions on both the Free Application for Federal Student Aid (FAFSA) and the PROFILE application when applying for assistance. All independent students will be required to submit copies of their parents' previous year's federal income tax return to the Office of Financial Assistance to be considered for Emerson College Grant assistance.

APPLICATION PROCEDURES

To be considered for financial assistance at Emerson College, a student must be accepted for admission into a degree-granting program and plan to attend college on at least a half time basis (six or more credits). The procedures that should be completed when applying for assistance are described below.

Step 1: Complete the Free Application for Federal Student Aid (FAFSA) and the PROFILE application*

The FAFSA and the PROFILE assist the college in determining the applicant's financial eligibility. The forms ask for information regarding the family's income, assets, debts, family size, and any extraordinary expenses, such as high medical bills. The FAFSA is forwarded to the Federal Processor and the PROFILE application is sent to the College Scholarship Service (CSS) for processing. Parents' information must be provided for all dependent and independent students. The PROFILE code number for Emerson College is 3367, and the FAFSA code number for Emerson College is 002146.

To receive priority consideration for financial assistance, the PROFILE application and all supporting documentation must be received by Emerson College by March 1, 2001 for entering freshmen, April 1, 2001 for new transfer students, and April 15, 2001 for upper class students.

Students whose files are completed after the priority filing deadline will

receive secondary consideration for assistance. If, however, the demands on funds for students are greater than projected, it may not be possible to offer certain types of assistance to students whose files are completed during this time.
*The PROFILE application must be completed in the student's first year only.

Step 2: Apply for State Grants and Scholarships

All students must apply for any type of state grant or scholarship for which they qualify. Massachusetts and several adjoining states have grants and scholarships which can be used to attend Emerson College. Students can apply for these funds by completing the FAFSA. Please consult your state agency for the deadline dates.

Step 3: Supply All Required Documentation

All dependent and independent students applying for assistance at Emerson College must submit a signed, complete (including all schedules and W-2 forms) copy of their parents' and their own federal tax returns for the 1999 year directly to the Office of Financial Assistance. Awards are not final until validated by all requested verification data. If tax returns were not filed, other documentation of income must be provided. Examples of alternative documentation include W-2 Forms or Social Security benefits statements.

IMPORTANT FINANCIAL ASSISTANCE DATES

FALL SEMESTER

January 1	**Freshmen And Transfers Only:** FAFSA should be sent to the Federal Processor and PROFILE application should be sent to the College Scholarship Service.
March 1	**Freshmen:** FAFSA, PROFILE and supporting documentation must be on file with the Financial Assistance Office for priority consideration. Students who complete their applications by this date will receive an award letter by April 15.
April 1	**Transfers:** FAFSA, PROFILE and supporting documentation must be on file for priority consideration for financial assistance. Students who complete their applications by this date will receive an award letter by May 15.
April 15	**Upperclass Students:** FAFSA and supporting documentation must be on file for priority consideration for financial assistance. Students will be notified of their financial assistance awards beginning in late May.

SPRING SEMESTER

November 15	**Freshmen And Transfers:** FAFSA, PROFILE, and supporting documentation must be on file for priority consideration. Students who complete their application by this date will receive an award letter December 10.

AWARD PROCEDURES

Evaluation and Notification

Upon receipt of the FAFSA and PROFILE application, the Federal Processor and the College Scholarship Service analyze the data. This information is then sent to the College, where a Financial Assistance officer reviews the information. The expected family contribution is then subtracted from the "college budget" to establish the student's level of financial eligibility. This amount is the maximum amount of financial assistance which a student is eligible to receive.

The Financial Assistance Committee approves all awards and offers this assistance to the student through a financial assistance statement. The student must accept the offer by signing and returning the College's copy of the letter within two weeks of receipt. No assistance will be available to the student until this letter is returned.

Academic Eligibility Standards

The Federal Higher Education Amendments of 1976 and 1998 require the College to define and enforce standards for satisfactory academic progress. Students receiving financial assistance from federal, state, or institutional sources must conform to the College's definition of satisfactory progress.

To be eligible for financial assistance, students must successfully complete 75% of his or her credits per semester. Students earning fewer than six credits per semester are not eligible for financial assistance. NOTE: Grades or recorded symbols of F, WF, WP, I, AUD, and DEF are not considered as successfully completing a course.

For academic eligibility, students must maintain a minimum cumulative average for freshmen (32 credits or less) of 1.7 and for upperclassmen (33 credits or more) of 2.0. The Registrar's Office will report grades to the Financial Assistance Office within two weeks of the receipt of grades each term. The student who falls below the minimum cumulative average will lose his or her financial assistance for the following semester. A student may also lose financial assistance if he or she completes two consecutive semesters with a semester grade point average under 2.0 regardless of that student's cumulative average.

Financial Assistance Disbursement

Finalized financial assistance awards are disbursed to the student's account after the add/drop period of each term. Students receiving loan assistance must sign the appropriate promissory note(s) before funds can be credited to their tuition accounts. Any unsigned promissory notes are subject to cancellation. Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, and Emerson College Grants will be credited, after drop-add period, directly to the student's account as long as the student's file contains all required paperwork.

Credit balances will be extended to those who have completed the necessary documentation and have a credit on their account which has been authorized by the Student Accounts Office. No credit balance will be extended to those students awaiting receipt of a Federal Stafford Loan, state scholarship, or private loan funds. There are no credit balances issued to students anticipating earnings from student employment.

CHANGE IN STATUS

Students who reduce the number of course credit hours for which they are registered or who change their housing status will be subject to reduction of their financial assistance award. If a refund has already been issued by the Student Accounts Office, the student is responsible to pay the College or the appropriate financial assistance programs. Students working in the Federal Work-Study Program will be subject to termination of employment if their course credit load places them below half-time status. It is the student's responsibility to notify the Office of Financial Assistance if either of these status changes occur.

WITHDRAWALS/LEAVES OF ABSENCE

All students are eligible to receive full credit of their tuition and fees, excluding non-refundable deposits, if they withdraw before the first day of classes. Students receiving general funds and in attendance at Emerson College for the first time are eligible for a prorated refund of charges proportional to the percent of the enrollment period that they attend up to 60% percent of the semester. For subsequent semesters, students will receive a refund based on either the Emerson College policy or the federal formula that provides a prorated refund of charges through 50% of the semester. The policy that provides the greatest refund of federal funds will be used for all federal aid recipients.

SCHOLARSHIPS AND GRANTS

These programs are monetary awards not requiring repayment or service by the student. Grants are awarded to matriculated students demonstrating financial eligibility. Such students are eligible for grants as long as their academic record is above the minimum required to maintain good standing with the College. A scholarship is based upon academic achievement and eligibility.

Emerson Grant. Emerson Grants are awarded to full-time students solely on financial eligibility determined by the Financial Assistance Office from information provided by the student and family.

Federal Pell Grant. This grant is a federal program established to provide eligible students with financial assistance. Federal Pell Grant funds are available to matriculated students who have not earned a first bachelor's degree. Eligibility is determined on financial need. Awards are determined by a federal formula applied to all applicants. Students apply by completing the FAFSA after January 1. Federal Pell Grants are awarded directly by the federal government and are disbursed by the College.

Massachusetts State Scholarship. To be eligible, a parent and student must be residents of Massachusetts for one year prior to the start of the academic year and the student must be enrolled as a full-time undergraduate student. To apply, students must complete the FAFSA before the appropriate state deadline date.

Federal Supplemental Educational Opportunity Grant (SEOG). The Federal Supplemental Educational Opportunity Grant is a federal program to assist in making the benefits of post-secondary education available to students. SEOG awards range from a minimum of $100 to a maximum of $4,000 per year.

To be eligible, students must be enrolled at least half-time in an undergraduate course of study and show financial eligibility. Recipients and the amount of the reward are determined by the College.

Students filing the FAFSA will automatically be considered for this grant.

US Department of Education Minority Training Grant in Communication Disorders. The Department of Communication Sciences and Disorders has been awarded funds to help support minority students who are majoring in Communication Sciences and Disorders and who intend to continue in the field at the graduate level with the goal of entering the profession as speech-language pathologists. Year-to-Year funding to the Department and thus to students depends on Department of Education action each year. Interested students should contact the Communication Sciences and Disorders Department.

Other State Scholarship Programs. Several other states have educational grants which can be used to attend Emerson College. Currently these states include Connecticut, Delaware, Maine, New Hampshire, Pennsylvania, Rhode Island, Vermont, and Washington, D.C. Eligibility requirements, grant amounts, and deadline dates vary for each state.

PRIVATE SCHOLARSHIPS

Students receiving any scholarship funds or tuition benefits other than those offered through their initial Emerson Financial Assistance Award must notify the Office of Financial Assistance of the source of the private award and the amount to be received. Private Scholarships will be incorporated into the student's existing financial aid award and will first meet any remaining institutional eligibility. If eligibility has been met, Federal work study and/or Perkins/Mass No Interest Loan will be adjusted before Emerson Grant funding is impacted.

SCHOLARSHIPS

Emerson College has a number of restricted scholarships and awards which are available to students who meet the eligibility requirements set forth by the respective donor. All awards are made by the Financial Assistance Department. If the award is designated for a student(s) in a particular department, that department is consulted. Due to the balance of individual endowment funds, not all scholarships are awarded annually.

Trustees Scholarship/Honors Program. The honors program is a four-year interdisciplinary academic program comprised of team-taught seminars and faculty-directed independent research. Admitted students receive an $8,000 Trustees Scholarship each year, which can only be applied to tuition. This scholarship is awarded annually up to eight semesters as long as the student is enrolled full-time and maintains a 3.0 grade point average in the Honors Seminars and a 3.3 cumulative grade point average. The Honors Program/Trustees Scholarship is available to incoming freshmen only. In order to be considered, interested students must submit the additional Honors essay with their application for admission to Emerson.

Dean's Scholarship. The Dean's Scholarship is a merit scholarship awarded to qualified incoming freshmen only. Students need not apply directly for the Dean's Scholarship; they are automatically considered based on the academic and personal credentials submitted when they apply for admission to the College. This scholarship can only be applied to tuition. This scholarship is awarded annually for up to eight semesters as long as the student is enrolled full-time and maintains at least a 2.75 cumulative grade point average.

Stage Scholarship. The Stage Scholarship is a merit award given to incoming freshmen in the Performing Arts Program. Students need not apply directly for the Stage Scholarship; they are automatically considered based on criteria determined by the Division of Performing Arts. Students are awarded the scholarship each year for 8 semesters as long as they maintain satisfactory academic progress, enroll full-time and remain enrolled in the Division of Performing Arts.

Eckardt and Barbara Horowitz Beck Scholarships. Established by a gift from Eckardt C. Beck '68, H'94 and Barbara H. Beck '69. Awarded on the basis of excellence in communication to students with freshman, sophomore, or junior standing who demonstrate financial need.

Bill Bordy Scholarship. Established by a gift from Bill Bordy '58, and awarded on the basis of financial need and academic achievement. One scholarship will be given to a student in each of the following fields: Performing Arts; Visual and Media Arts or Journalism; and Writing, Literature and Publishing.

Ruth and Bernard Bork Scholarship. Awarded on the basis of need to a student with a major course of study in Communication Science Disorders.

Mark Bortman Scholarship. Awarded to a student with financial need who has demonstrated superior academic achievement in his/her freshman and sophomore years. The Bortman scholarship is credited for two consecutive years at the junior and senior level.

Carol Burnett Award. Established in 1966 by actress Carol Burnett. Awarded annually to a graduating senior studying Performing Arts who has demonstrated talent and is seeking a professional career in the performing arts.

Darren Cecil Scholarship. Established by the class of 1986 in honor of Darren Cecil '87. Awarded to an undergraduate with a disability who shows financial need and demonstrates high academic achievement.

Hamilton D. Comstock Scholarship Fund. Established by the National Alumni Board of Directors in honor of Hamilton Duffy Comstock '67, G'69. Awarded to a son or daughter of an Emerson College alumna or alumnus.

S. James Coopersmith Broadcasting Scholarship. Awarded to a student entering his/her junior year concentrating in Broadcast Journalism. The award is based on high academic achievement and financial need. The 1999 award is dedicated in memory of Broadcast Journalist Kirby Perkins.

Wilma Tyson Cremer Scholarship. Established by George Cremer in honor of his wife "Billie" Tyson Cremer '39. Awarded to a student with financial need who excels in oratory or oral interpretation.

Lois Dow Scholarship Fund. Established by bequest of Lois Dow Wilkins '29. Awarded to students who demonstrate financial need and an outstanding interest in the study of Performing Arts and Visual and Media Arts.

Emerson College Student Government Association Scholarship. Awarded based on merit to a student entering his/her senior year with a grade point average of 3.33 or above. The candidate must be active in an Emerson College student group or organization and show potential for leadership and citizenship. All students applying must have completed two semesters at Emerson College. No student shall receive this award more than once.

William Randolph Hearst Scholarship. Awarded to AHANA students (African, Hispanic, Asian, Native American) on the basis of financial need.

Penelope Hirsch Student Director Award. Established by the friends and family of Penny Hirsch '71. Awarded to a student who demonstrates an academic interest in directing. Preference will be given to female students.

Evelyn Horowitz Video Poetry Prize. Awarded to an undergraduate or graduate student(s) for best original video based on a poem by a contemporary poet (still alive and writing).

Elizabeth Keppie Scholarship. Established by Elizabeth Keppie ’08. Awarded to a student with high academic performance and financial need.

Bryn Sara Linkow Scholarship. Established by Mark and Susan Linkow. Awarded to a sophomore, junior or senior on the basis of financial need and high academic achievement.

Arch MacDonald Scholarship. Established by TV stations WNEV, WCVB, WBZ and WLVI in honor of Arch MacDonald, Boston’s first TV news anchor. Awarded to a student in Broadcast Journalism who demonstrates academic achievement, financial need, and potential success as a professional.

Beatrice Talmas Mantel Scholarship. Awarded on the basis of financial need and high academic achievement.

Lou Marcel Scholarship. Awarded to a sophomore, junior, or senior from the greater Lawrence, MA area concentrating in Radio/TV Journalism and demonstrating financial need.

Tricia Maslanka Scholarship. Award given to a student who intends to pursue a career in professional or theater education who demonstrates financial need and maintains a GPA of 2.75 or above.

Rosemary H. McCorkle Scholarship. Award preferably given, but not limited to, an African-American studying Communication Sciences and Disorders and entering his/her junior year who demonstrates financial need and academic progress.

Phyllis Adams McCullough Scholarship. Established by a gift from Phyllis Adams McCullough ’35. Awarded to a student studying Performing Arts who demonstrates financial need.

June H. Mitchell Scholarship. Award given to a student(s) majoring in Oral Interpretation.

Mike Morgan Award. Award given to a graduating senior who has served on the staff of WERS and has career goals in broadcast journalism.

Gertrude Morrison Scholarship. Established under the will of Gertrude Morrison ’15, H ’62. Awarded to a talented and worthy student.

Zarie A. Noorjanian Scholarship. Established by Zarie Noorjanian '30. Awarded to a student in Visual and Media Arts or Journalism on the basis of financial need and high academic standing.

Sadie A. O'Connell Scholarship. Established by a gift from Zarie Noorjanain '30 in honor of her former Milford High School English teacher Sadie A. O'Connell '21. Awarded to a student in Writing, Literature and Publishing on the basis of financial need and high academic standing.

Rod Parker Playwriting Award. Established by Rod Parker '51, H'77. Awarded to an undergraduate or graduate student who demonstrates exceptional playwriting talent, commitment to the writing of plays for the stage, and financial need.

Mabel Arnett Putnam Scholarship. Awarded on the basis of high academic achievement and financial need.

Ellen Reich Memorial Scholarship. Established by the family of Ellen Reich '75. Awarded to a student based on financial need and high academic standing.

Bertha Reynolds Scholarship. Awarded on the basis of high academic achievement and financial need.

RKO General, Inc. Minority Scholarship. Awarded to minority students of the Commonwealth of Massachusetts concentrating in one or more areas of communication to the public (radio/television, film or print/broadcast journalism) who demonstrate high academic achievement and financial need.

Cecil and Helen Rose Oral Interpretation Performance Grant. Awarded to a student who furthers the tradition and excellence in oral interpretation associated with the area of Communication Studies. Grants are awarded for forensics and oral interpretation of literature.

Helen Rose Junior Prize. Awarded to a junior entering his or her senior year holding the highest GPA.

Harry S. Ross Scholarship. Established by a gift from Zarie Noorjanian '30 in honor of former Emerson College President Harry Seymour Ross. Awarded to a student in the Department of Communications based on high academic standing and financial need.

Saga/Marriot Scholarship. Awarded on the basis of academic achievement and financial need.

Isabel Sanford Award. Established by a gift from Isabel Sanford H'85. Awarded to an African-American student entering his/her senior year and studying performance or writing for the theater, television, or film.

Saval Scholarship. Established by Maurice Saval H'76. Awarded to sophomores, juniors, and seniors who demonstrate outstanding potential in their academic performance as well as special accomplishments in terms of community service, talent and/or leadership in the communication field. Financial need also considered.

Rena Shapiro Scholarship. Awarded to a Theatre Education student who demonstrates financial need and who intends to pursue a career in teaching children.

Toba Berman Smokler Scholarship. Established by a gift from Toba B. Smokler '38. Awarded annually to a student from the Midwest who demonstrates academic excellence and financial need.

Joseph Spencer Scholarship. Established by the classmates and friends of Joseph Spencer '76. Awarded to a junior or senior concentrating in Visual and Media Arts or Journalism.

Surdna Foundation Scholarships. Awarded to a student from New York State on the basis of financial need and academic achievement.

Maxine Cummings Walker Scholarships. Awarded to students annually who demonstrate high academic achievement and an outstanding interest in attending Emerson College.

WCRB Scholarship. Awarded to a student of academic merit and financial need entering the field of radio broadcasting. Priority is given to minority women students.

Janet S. Yorston Scholarship. Established by Janet Smith Yorston '37, H'58. Awarded to worthy students demonstrating financial need.

John C. Zacharis Forensics Award. Established by a gift from the family of Dr. John C. Zacharis '58, G'59, the tenth president of Emerson College. Awarded to a full time incoming freshman who demonstrates promise in the area of forensics.

John C. Zacharis Scholarship. Established by gifts from alumni, faculty, students, colleagues, and family of Dr. John C. Zacharis '58, G'59, the tenth president of Emerson College. Awarded to a full-time student enrolled in the Honors Program.

LOAN PROGRAMS

Recipients of loans have an obligation to repay the lender (whether the federal government or a private agency such as a bank), generally after graduation or leaving school. Under certain conditions, a loan may be at lower than market rate interest or may be forgiven if the recipient enters certain professions.

Federal Perkins Loans. The Federal Perkins Loan is available to students who demonstrate financial eligibility and are attending an accredited institution on at-least a half time basis. Students may borrow up to $4,000 per year of school; a cumulative total of $20,000 during their undergraduate career. Borrowers must sign a promissory note and complete an entrance interview prior to the loan disbursement. Repayment at 5% interest begins nine months after the borrower graduates or leaves school. Billing for repayment of the loan is usually done quarterly, with a minimum monthly payment of $40, and a maximum repayment period of ten years. There is a variety of deferment and cancellation provisions for new borrowers. The promissory note contains information about these privileges. Federal Perkins loans are awarded and distributed by the College.

Federal Subsidized Stafford Loan. Federal Subsidized Stafford Loans are low interest, long-term loans available to students with a demonstrated financial eligibility to help meet their educational expenses. A student who is enrolled on at least a half-time basis at a participating school is eligible to borrow up to $2,625 during the first year of undergraduate study, $3,500 for the second year and up to $5,500 per year for the third and fourth years of education. Students may borrow up to $23,000 during their undergraduate program.

The interest is variable and capped at 8.25%. No interest will be charged on the loan while the student is enrolled on at least a half-time basis. Repayment of the principal amount, with interest, will begin six months after graduation or after the borrower ceases to be enrolled at least half-time. There are 4 repayment options available to students.

Federal Unsubsidized Stafford Loan. Federal Unsubsidized Stafford Loans are low interest, long term loans available to students who are not eligible to participate in the Federal Subsidized Stafford Loan Program. The terms of the Federal Unsubsidized Stafford Loan Program are the same as the Federal Direct Stafford Loan Program in that a student who is enrolled on at least a half-time basis is eligible to borrow $2,625 during the first year of undergraduate study, $3,500 for the second year and up to $5,500 per year for the third and fourth years of education. Students may borrow up to $23,000 during their undergraduate program. However, unlike the Federal Subsidized Stafford Loan Program these loans are not federally subsidized.

Students may elect to defer payment of principal and interest while they are enrolled on at least a half-time basis. Students who elect this option will begin repayment of the principal amount, along with capitalized interest six months after graduation or after they cease to be enrolled at least half-time. There are 4 repayment options available to students.

EMPLOYMENT

Federal Work Study Program (FWS). The primary purpose of the FWS is to promote the part-time employment of eligible students. To apply, students must be enrolled in a degree program at least half time, demonstrate financial need, and show a willingness to work to finance their educational expenses. Students may be employed as typists, library assistants, lab assistants, and so forth. The College also has a number of Community Service positions off-campus in the Greater Boston area.

For further information on Student Employment Programs, please refer to the Emerson Student Employment website at www.emerson.edu/student_employment/ which is available at the Office of Financial Assistance. Federal Work-Study money is awarded and disbursed through the College in the form of wages.

Emerson Employment. The Emerson Employment Program follows essentially the same policies and procedures as the Federal Work-Study Program. However, there are several major differences. Emerson Employment positions are not awarded as part of a financial package. Students do not have to be eligible for financial assistance to apply for an Emerson Employment position.

ALTERNATIVE FINANCING OPTIONS

Federal PLUS Loan. Federal PLUS Loans are insured loans that provide funds to parents of dependent students for educational expenses. A parent may be eligible to borrow up to the cost of education minus aid per year on the student's behalf. The Federal PLUS Loan is a credit based loan and may be used to meet all or part of the expected family contribution as calculated from the FAFSA.

Repayment of this loan begins as of the date of the second disbursement of the loan. A new interest rate will be set each calendar year, but cannot exceed 9%. Applications are obtained directly from the Office of Financial Assistance. Students whose parents are not eligible for the Federal PLUS Loan due to adverse credit history are eligible for additional Unsubsidized Stafford Loans. Annual limits are $4,000 for first and second year and $5,000 for third and fourth year.

Federal Direct Unsubsidized Stafford Loan for Independent Students. Federal Direct Unsubsidized Stafford Loans are insured loans that provide funds to independent students for educational expenses.

A student may be eligible to borrow up to $4,000 per year for first and second year students, $5,000 per year for upperclass undergraduates, and $10,000 per year for graduate students. These limits do not include amounts borrowed under the Federal Subsidized Stafford Loan Program.

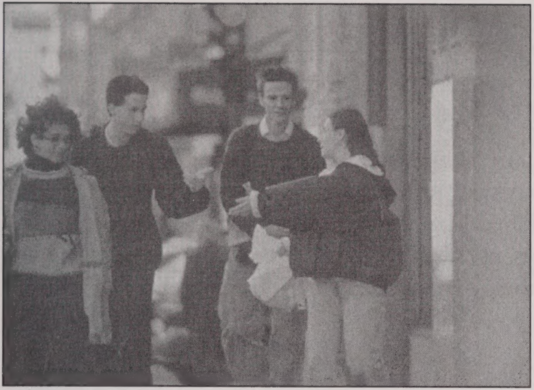
The first payment begins as of the date of disbursement or last multiple disbursement date. Payment of loan principal and interest may be deferred during in-school status. A student may also defer payment of interest during in-school status. The deferred interest is capitalized, that is, added to the principal balance to be repaid after graduation. A new interest rate will begin each calendar year, but cannot exceed 8.25%. A Federal Direct Unsubsidized Stafford Loan application is obtained from the Office of Financial Assistance.

Private Family Loan Programs. Emerson College participates in numerous low-interest loans designed specifically to help middle-income families finance the cost of attending the College. *For more information on the alternative financing programs, such as MEFA, and Emerson Signature loans, please contact the Emerson College Financial Assistance Office.*

FINAL NOTES AND REMINDERS

- All financial assistance information is strictly confidential.
- Students must apply for financial assistance each year.
- All students who wish to be considered for any type of Emerson financial assistance must file the FAFSA. All first year students must file the PROFILE application in addition to the FAFSA.
- All Financial Assistance awards are based upon financial need and academic standards set by the College. Awards are made for the entire academic year (September through June).
- Any financial assistance received by a student must be used solely for expenses related to attendance at Emerson College.
- Emerson normally has no scholarships, grants, campus employment, loans, or other kinds of assistance available for undergraduate students from countries other than the United States. International students should evaluate the cost of studying at Emerson and be prepared to finance it totally.
- All awards are based on estimates of the amount of money Emerson College will receive from the federal government and elsewhere and the estimated number of applications. Therefore, all awards are subject to reduction or cancellation at any time during the semester or academic year if actual funds received do not meet the estimates. Should any change in the award be necessary, students will be notified on the earliest possible date.
- Students must notify the Office of Financial Assistance when there is any change of address, marital status, or academic, financial, or enrollment data. Changes may result in a revision of the student's Financial Assistance package.
- The total amount of Emerson funding a student will receive is limited to tuition charges to that student.

For more and detailed information on financial assistance, students should refer to the Financing Your Emerson Education brochure available from Emerson College, Office of Financial Assistance, 120 Boylston Street, Boston, MA 02116-4624.



FINANCIAL POLICIES

It is the policy of Emerson College to provide educational programs, room and board, and social opportunities for students at a cost reflecting economic efficiency that is compatible with high quality. Every effort will be made to make charges clear and well known. Students are responsible for knowing and understanding charges and fees and for meeting financial obligations on time.

Financial obligations of enrolled students are indicated in the following section of this catalogue. Failure to meet payment deadlines through direct payment to the College's Student Accounts Office or by written evidence of grants or loan awards will result in an interest charge of 1.5% per month. Nonpayment will result in cancellation of enrollment, denial of registration for classes, denial of occupancy of dormitory space, and denial of use of the College dining room, library and all other facilities.

Students will be charged in full for willful or careless damage, breakage or loss of College property, including library materials. Notice of such charges, with substantiating evidence, will be issued by the College.

BILLING AND PAYMENT

Tuition, fees, and all other charges are to be paid in full prior to August 1 for the fall semester; January 3 for the spring semester and at the time of enrollment for all summer and winter terms in order for students to be officially registered. Tuition statements will be mailed to the permanent address the College has on record. The College accepts Master Card, Visa and American Express cards for payment of tuition and fees.

The Trustees of the College reserve the right to change tuition rates or fees, at their discretion, whenever it is determined advisable.

DEFERRED PAYMENT PLANS

Student accounts are payable to the College prior to the beginning of each semester, as billed. Students wishing to pay their accounts in monthly installments may do so by participating in the Academic Management Services (AMS) program. All deferred payment plan arrangements must be made directly between the student and the outside financial institution. Arrangements must be completed prior to the payment deadline.

TUITION AND FEES

For full-time students, those registered for between 12 and 16 credits a term, one-half of the academic year's tuition is charged for the fall term and one-half for the spring term. Special and part-time students, and those enrolled for more than 16 credits, will be billed on a per-credit basis.

Tuition and Fees 2000 - 2001

	TERM I (Fall)	**TERM II** (Spring)	**Total**
Tuition	$9,760	$9,760	$19,520
Room (standard double rate)	2,675	2,675	5350
Board (average rate)	1,820	1,820	3,640
Student Government Association	154	-	154
Residence Hall Activities Fee (residents only)	24	-	24
Health Service	210	-	210
Orientation Fee (new students only)	70	-	70
International Student Pre-Orientation	85	-	85
Insurance (optional)	460*	-	460*
Commencement Fee (graduating students only)	75	-	75

Miscellaneous fees as listed on page 52-53

*The Health Insurance is subject to change based on outside provider's rate increase.

Tuition on a per-credit (part-time or overload) basis is $588 per credit hour.

REFUND POLICY

Tuition refunds are available to students who have overpaid their accounts. Refunds will be processed upon receipt of a written request, or a completed standard refund form. Tuition refunds to students who have withdrawn officially are made when withdrawal is filed as follows:

- During the first two weeks of classes—80% refund of tuition
- During the third week—60% refund of tuition
- During the fourth week—40% refund of tuition
- During the fifth week—20% refund of tuition
- After the fifth week—No refund is made.

Refunds usually will be processed within ten business days. Fees are non-refundable after the first day of classes.

Federal regulations require a separate refund policy for all Title IV federal financial aid recipients. This two-part policy is stated in detail in the 2000-01 Student Accounts Brochure.

No tuition refund is made when withdrawal of a student is required by the College authorities or when a student withdraws from a course with a WP or WF grade. Fees and housing charges are not refundable. Charges for the meal plan may be refundable on a pro-rata basis.

ROOM AND BOARD

One-half of the academic year's room and board charge is billed for the fall term and one-half is billed for the spring term.

Selection of a meal plan is mandatory for all students living in Emerson residence halls; it also is available to off-campus students. There are several meal plans from which to choose. Information on them is available from the Office of Housing and Residence Life.

All incoming and continuing students who request College housing must pay a $300 room deposit, which is applied to the first term's bill. This deposit is non-refundable.

APPLICATION FEE

Forty-five dollars must accompany an application for admission. This fee is not refundable.

TUITION DEPOSIT

Two hundred dollars is payable at the time of the student's confirmation of admission to the College. This deposit is non-refundable.

STUDENT GOVERNMENT ASSOCIATION FEE

A Student Government Association fee of $152 is charged to each student to cover class dues, student government activities, athletic association dues, and publication of the College newspaper. Full-time students entering in Term II will be billed $76; students enrolled for eight credits or fewer will be billed $38 per term.

ORIENTATION FEE

This is a one-time charge to all newly entering students.

HEALTH SERVICE FEE

This fee is mandatory and non refundable and is billed annually. Fifty percent of it is billed to students entering in the spring term. It will not be prorated for part-time, matriculating students.

HEALTH INSURANCE FEE

All students are required to be covered by medical insurance. Emerson College's Student Health Insurance Plan costs are billed annually to students enrolling in the fall term. This insurance is in force for the calendar year starting September 1. This fee will be prorated and billed according to the number of months it will be in force for students first entering in the spring term. It will not be prorated for part-time, matriculating students. Students covered through outside sources must provide proof of insurance coverage prior to the end of the second week of classes each year to be exempted from the Emerson College insurance fee. The Student Health Insurance Plan will be considered in force unless proper proof of alternate insurance is provided to the College by the deadline.

MEDICAL TUITION REFUND INSURANCE PLAN

Elective insurance is available from the Dewar Tuition Refund Plan to enhance the existing refund policy of the College. This insurance provides coverage for medical withdrawals not covered by the College policy due to date of the withdrawal or the nature of the charges. (The College policy does not provide for refund of fees or 100% refund of room and board charges.) This plan would provide 100% protection in the case of a medical withdrawal. (Mental/nervous withdrawals pay up to 60% of the outstanding cost.) Applications must be submitted prior to the first day of classes. The premium is 1% of the total charges for the academic year.

OTHER CHARGES

Miscellaneous fees, such as those on the following list, will be billed as appropriate. Changes to this list are at the College's discretion.

Late Registration	$50
Audit Fee (per credit)	$25
Processing of Late Grade	$10
Registration Fee (per term)	$10

ACADEMIC REGULATIONS

Emerson College is the only institution of higher education in America to concentrate solely on offering undergraduate and graduate degree programs for students interested in pursuing careers in communication and the performing arts. Unlike most institutions of higher education, Emerson does not simply treat communication as one among many departments. Instead, all of the College's major programs focus on some aspect of communication.

The object of the General Education Curriculum and each major program is to create an environment sufficient to challenge and support students as they develop the ability to speak and write effectively, to think analytically, to understand the present as it relates to the past, to reflect on fundamental beliefs, and to master the necessary skills to achieve career objectives.

While some students enter Emerson College with well-defined career plans, many see this four-year experience as a chance to explore a wide range of opportunities within communication and the performing arts. The available programs of study may take a student through one or a combination of communication fields such as writing, literature, and publishing, media arts, management communication, theatre, communication disorders, film, television, and many other possibilities.

These programs lead to one of the following undergraduate degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Science in Speech, and Bachelor of Music (offered in association with the Longy School of Music in Cambridge).

GENERAL EDUCATION CURRICULUM

Emerson College's General Education Curriculum ensures (1) that students learn to think and communicate with clarity, substance, and insight; (2) that students discover a critical appreciation of the ways in which we gain knowledge and understanding of the universe, of society, and of ourselves through knowledge of different comprehensive and significant modes of inquiry represented by liberal arts disciplines; (3) that students are prepared both for their chosen professional careers in communication and the performing arts and a lifetime of continued learning and change; (4) that students develop a global perspective; and (5) that an Emerson education will provide a foundation for students to become ethical, informed, and active participants in society.

BACCALAUREATE DEGREE REQUIREMENTS

Baccalaureate degree requirements are established by the faculty through the Academic Policy Committee and the Faculty Assembly. Upon completion of the requirements, students are recommended for graduation by the faculty to the Board of Trustees. Degrees are awarded on September 1, December 30, and at Commencement in May.

The curriculum is flexible within certain requirements and guidelines. Students are advised to keep in close contact with their faculty advisor and their School's Dean regarding official program requirements. It should be noted that not all courses are offered each semester.

1. Baccalaureate degree candidates must satisfactorily complete the General Education Curriculum, as well as specific requirements for a major.

2. All students must complete a minimum of 128 semester credit hours with a minimum grade point average of 2.0.

3. Students seeking a BA, BS or BS in Speech degree must complete nine to eleven full courses in their major as determined by the faculty of the program. Students seeking a BFA degree must complete between fourteen and sixteen full courses in their major.

4. Transfer students must complete a minimum of five full courses in their major at Emerson College, regardless of the number of credits transferred into the student's major. A "full course" is defined as a four-credit course, or two two-credit courses. Transfer students may use one three semester hours course to fulfill a full course requirement, though they only receive three credits toward the 128 needed for graduation.

5. Students must satisfactorily complete a minimum of one full year (32 credits) at Emerson College.

6. Students must complete their final 16 credits at Emerson College.

7. It is the responsibility of the student to insure that all degree requirements are

met as specified in this catalogue. Failure to be aware of a provision does not excuse a student from adhering to policy. While each student has an academic advisor, that person only provides advice, and it is up to the student to make decisions with respect to his or her program using that advice, this catalogue, the degree audit distributed by the Registrar's Office, and advising materials distributed by the advising center. All academic and financial requirements must be met before a degree candidate may participate in the College's annual Commencement exercises held each May.

Students must fulfill the degree requirements in effect at the time they matriculate (enroll for their first course), or any complete set of requirements adopted by the institution and published in a subsequent catalogue (picking and choosing among elements of various catalogues is not permitted). However, students who take more than seven years to complete their degree requirements must fulfill the requirements in effect at the time they graduate rather than the requirements in effect when they matriculated.

Students may not count credits from the General Education Curriculum toward their major.

GENERAL EDUCATION REQUIREMENTS

The following General Education Curriculum is required of all students pursuing the following degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Science in Speech, and Bachelor of Music (offered in association with the Longy School of Music in Cambridge). Specific courses are described in the Course of Study sections of the catalogue.

I. COMMUNICATION CORE

Emerson students learn to think and communicate with clarity, substance and critical insight through the written and spoken word.

Oral Communication **4 credits**

Students are required to take the following course:

- CS 100 Fundamentals of Speech Communication

Students for whom English is a second language may be required to take special sections of each of the following four-credit courses:

- CS 100 Fundamentals of Speech Communication
- CS 262 Professional Communication

Written Communication **8 credits**

This two-course expository writing sequence is designed to enable students to write competently and effectively. In the freshman year, students enroll in two of the following:

- WP 101 Expository Writing

- WP 151 Writing Symposium I
- WP 121 Approaches to Essay Writing

All students are required to take one four-credit course in their major field that is writing intensive and further develops analytical writing skills. Students who earn scores on the verbal SAT of 700 or above will have WP 151 waived.

- Students for whom English is their second language may be required to enroll in a special section of WP 100 Introduction to Expository Writing prior to enrollment in WP 101 or WP 121.
- Students with writing difficulties may be required to enroll in WP 100 Introduction to Expository Writing prior to enrollment in WP 101 or WP 121.

II. LIBERAL ARTS DISTRIBUTION

All Emerson students complete substantive studies in one field of communication or performing arts. This in-depth work is balanced by a General Education Curriculum which demands that students pursue breadth and variety in their studies, particularly in the Liberal Arts.

Distribution requirements in the Liberal Arts are designed to provide students with knowledge of the ways of thinking or methods of analysis associated with different comprehensive and significant modes of inquiry represented by liberal arts disciplines. Students take a minimum of seven courses (28 credits) in three broadly defined areas.

Students are given a great deal of flexibility to choose individual courses which particularly interest or challenge them to learn, and even to build clusters of courses which promise the greatest degree of integration with their professional studies. The structure of the distribution requirements guarantees that students will discover a variety of liberal arts disciplines beyond their major, but students will work closely with an advisor to maximize the educational benefits of the unique combination of courses which they choose to fulfill the requirement. Students may not use courses in their major field of study to satisfy these requirements.

Arts and Humanities 8 credits

Students take four credits in each of two of the following fields:

Literature	**LI 123, 201, 202, 203, 208, 210**
Arts	**VA 101, 201, 202, 203, 204, 210, 211, 231, 307; MU 137, 201, 202, 203; TH 100, 204**
Ethics/Philosophy/Religion	**Any PH course below 300**
Rhetoric	**CS 343, 556**

History, Social and Behavioral Sciences 8 credits

Students take four credits in each of two of the following fields:

History	**Any HI below 300**
Psychology	**Any PS course**
Political Science	**PL 101, 220, 225, 230, 240, 328, 332, 333,**

Economics	**EC 203**
Sociology	**SO 150, 330, 352**

Arts, Humanities, History, Social and Behavioral Sciences **4 credits**

Additional credits in Arts, Humanities, History, Social and Behavioral Sciences as described above. Freshmen, not in the Honors Program, and first-year transfer students (entering with fewer than 16 credits of previous college work) will satisfy this requirement by completing a 100-level class, in their first year of study, offered by the Institute for Liberal Arts and Interdisciplinary Studies.

Mathematics and Science **8 credits**

Mathematics	**Any four-credit MT course (or waiver)**
Science	**Any four-credit SC course**

- Students who earn scores on the mathematics SAT of 500 or above (or 21 or above on the ACT) will have the Mathematics requirement waived.
- Waivers also may be obtained through an examination offered by the faculty in the School of Communication Sciences and Disorders or by completion of four years of high school mathematics with a grade of C or better.

III. GLOBAL AND MULTICULTURAL PERSPECTIVES

Emerson's curriculum emphasizes a global perspective and prepares students to work and live in an increasingly interconnected and multicultural world. Graduating students are individuals who have studied at least one language other than English and who have a basic understanding of the cultural pluralism of American society and of the world at large.

World Languages **0 - 8 credits**

Students take eight credits in a single foreign language or in American Sign Language or demonstrate qualification (i.e. the completion of a Elementary II-level course)

- Students who complete three years of high school study in any one foreign language will have the World Languages requirement waived.

Multicultural Perspectives **8 credits**

Students may fulfill the Multicultural Perspectives requirements simultaneously with any other requirement.

United States Multiculturalism **CD 153; CS 556; HI 211; JR 555, LI 208, 210, 382, 481; MA 570; TH 313; PS 230; SO 330, 332; WP 121 (U.S. Multicultural sections only)**

Non-Western Cultures **CS 203; HI 201, 204, 219, 405 (Islam only); LI 396, 423 (Cuban only), MA 566; MU 203; TH 311/312 (must take both); PH 100, 102, SO 230; VA 210**

IV. INTERDISCIPLINARY STUDIES

Emerson College values interdisciplinary thinking and learning. Each of its schools programs courses which maximize a student's ability to think and work across disciplinary boundaries. The General Education Curriculum reflects this emphasis as well, by requiring a single course, early in a student's work at the College, which is structured and taught in an interdisciplinary manner. This course serves to acquaint students with the validity and excitement of interdisciplinary approaches.

All freshmen and all first-year transfer students (entering with fewer than 16 credits of previous college work) shall complete 1 100-level course in their first year of study offered by the Institute for Liberal Arts and Interdisciplinary Studies. Transfer students entering with 16 or more credits of previous college work shall complete 1 course at the 200-level or above offered by the Institute for Liberal Arts and Interdisciplinary Studies.

V. ETHICS AND VALUES

An Emerson education provides a foundation for students to become ethical, informed and active participants in society. This foundation emerges from a concern for ethical issues and behavior in all aspects of the College's curricula and from a student's involvement in a diverse campus community. Because the College believes that successful communication in all of its fields demands a critical appreciation of ethics and moral reasoning, all Emerson students must complete at least one course which emphasizes significant questions of choice and value that arise in human experience.

Students may take four credits in any PH course below 300 except 204.

This may be fulfilled simultaneously with a Philosophy or Religion course used in satisfying the Humanities requirement or with a field-specific course in the major field.

BACHELOR OF ARTS,
BACHELOR OF SCIENCE AND
BACHELOR OF SCIENCE IN SPEECH DEGREES

Students pursuing the Bachelor of Arts, the Bachelor of Science or the Bachelor of Science in Speech degrees must complete the General Education Curriculum and 10-11 full courses within the major field.

BACHELOR OF FINE ARTS DEGREE

Students pursuing the Bachelor of Fine Arts degree must complete the General Education Curriculum and 14 to 18 full courses within the major field.

BACHELOR OF SCIENCE DEGREE-EDUCATION CERTIFICATION

Students pursuing the Bachelor of Science degree-Education Certification must complete the General Education Curriculum and additional credits of education courses. More complete details and course descriptions may be found under the Teacher Education and Certification Program section of this catalogue.

FIELDS OF STUDY

Majors. A major allows the student to gain in-depth knowledge of one of the fields of communication or the performing arts. The schools specify the major courses which constitute the student's college work. A major that leads to a Bachelor of Arts, Bachelor of Science, or Bachelor of Science in Speech degree may consist of 36 to 44 credit hours. A major that results in a Bachelor of Fine Arts degree may consist of 56 to 72 credit hours. Students should consult the appropriate program section of this catalogue for complete information on specific major requirements.

Double Major. Students may elect to have a double major by fulfilling all the requirements for a major in two different departments. Students may not use the same course to fulfill a requirement in both majors. Both major programs must result in the same degree.

Minor Programs. Minors give students the opportunity to explore an area outside their major field of study. Students may not use the same course to fulfill a requirement in both the major and the minor. A minor consists of 16 credits of related course work which have been approved by the School in which the minor is offered. With the approval of the appropriate School, students may count up to eight credits from the General Education curriculum toward the minor.

Internship Credits. The College encourages qualified students to participate in internships to gain practical experience and develop professional contacts. Application forms for internships are available through the Career Services Office and at the schools' offices. No more than eight credits of internship, with the exception of student teaching, may be applied to the major field requirements; no more than 12 credits in a combination of internships and directed studies may be applied to the major degree requirements. See appropriate Departmental requirements for further specifications.

ACADEMIC POLICIES

Declaring a Major. Students select a major at the time they apply for admission to Emerson College by designating their preference on their application for admission. Students who were undecided about their major at the time they applied for admission must declare a major before entering their junior year at Emerson (that is, before earning more than 64 credits toward graduation). Students who want to change their declared major or concentration must complete a Change of Major Form available at the Advising Center.

Academic Advisors. All students are assigned an academic advisor who holds conferences with students during registration periods and meets on an informal basis whenever students seek advice about the curriculum, course selection, or other academic concerns. Students who want to change their faculty advisor for any reason must make an appointment at the Advising Center to discuss changing their advisor. Students may not register for courses until they have been counseled by their advisor, although the student bears the ultimate responsibility for selecting his or her courses. Students must present a registration card that has been signed by their advisor when they register.

Registration for Enrolled Students. Matriculated students have priority for course selection according to class standing at the time of registration. Registration for the spring semester is held at the end of November; for the fall semester, registration is held in April. Students must be financially cleared by the Student Accounts Office in order to register. Registration dates are listed on the academic calendar and on the registration information sheet that accompanies each term's course schedule. Course schedules and registration information sheets are available at the Registrar's Office approximately three weeks prior to registration. Course schedule information is also available via the Worldwide Web at http://www.emerson.edu/registrar. Course schedule information on the Web is updated daily. Students are responsible for following the registration instructions that accompany all course schedules. Students who do not register by the deadlines listed on the academic calendar and registration information sheet are assessed a $50 late registration fee. Students who fail to make financial arrangements for payment with the Student Accounts Office prior to the set payment deadline may have their registration canceled.

Prerequisites. A prerequisite course may be required prior to taking an advanced course. Waiver of a prerequisite course is not routine and may be obtained only from the course instructor or Dean of the School in which the course is offered. Credit will not be given for a prerequisite course which is taken after the advanced course has been completed satisfactorily.

The examinations are open only to freshmen or first-year transfer students. Petitions for the waiver examinations are available at the Registrar's Office and must be submitted to the appropriate school at least 30 days prior to New Student Orientation. Students who pass a waiver examination must take a more advanced course in that subject area to fulfill the course requirement.

Course Number Guide

Freshman level courses	100-200
Sophomore level courses	200/300 numbers
Junior level courses	300/400 numbers; courses in major programs not open to freshmen
Senior level courses	400 numbers; not open to freshmen; sophomores need written permission of the School's Dean or instructor
Combined senior and graduate level courses	500 numbers; open only to graduate students and seniors
Graduate level courses	600 numbers; open to graduate students or seniors with permission of the School Dean

Auditing a Course. Students who wish to attend a class without working for, or expecting to receive, formal credit may register to audit the course. Students who audit a course may not participate in class, do not take examinations, and do not submit papers. Students may only audit lecture-type courses; students may not audit dance classes or voice lessons. Students must gain permission to audit a course from the course instructor and may not register to audit a course until the first day of classes in order to give priority to students needing to take a course for credit. Students may not attend any course without registering for either credit or audit. Students may not change an audit class to credit after the second week of classes. Consult the Financial Policies section of this catalogue regarding the cost of auditing a course.

Course Load. Undergraduates carrying 12 - 16 credits are classified as full-time during the fall and spring semesters. During the summer sessions a full-time load is eight credits. To graduate in eight semesters, a student must average 16 credits per term. Full tuition must be paid by students who are registered for 12 through 16 credits during the fall and spring semesters; undergraduates who are registered for fewer than 12 credits during the fall and spring semesters are considered part-time students and are billed at a per-credit rate. Because a student's enrollment status affects financial aid awards, the student should consult the Financial Assistance Office to determine how a change in enrollment status would affect eligibility for financial aid.

Credit Overload. Students desiring to take more than 16 tuition credits during a semester must have a cumulative average of 2.70 or higher to be academically cleared to overload. Students may not take more than 4 overload credits. First semester students may not overload, with the exception of voice, dance and non-tuition courses. Overload courses are billed on a per-credit basis and require financial clearance from the Office of Student Accounts prior to registration.

Directed Study. In a directed study students work closely with a faculty supervisor in designing and carrying out a project for credit. Students must obtain a directed study contract approved by a faculty supervisor and by the department chair in order to enroll in a directed study. A student may not count more than 12 credits of any combination of Directed Study and Internship courses toward major graduation requirements. See appropriate Departmental requirements for further specifications.

Practica. Practica provide students with the opportunity to gain theoretical and practical experience in a specialized area. Practica are designed by the faculty and vary on an annual basis. For further information about a practicum, students should consult their advisor.

Non-Tuition Credits. The College offers a number of one-credit, pass/fail non-tuition courses that may be repeated for credit. However, only four non-tuition credits may be applied toward the 128-credit minimum required for graduation.

Courses at Other Institutions. During a degree program at Emerson College, students may take courses at non-affiliated institutions up to a maximum of 64 transfer credits. These courses must be taken at a regionally accredited college or university. Course work taken at a foreign institution will require special clearance.

Approval of course work for transfer, particularly within the major, is not automatic, and the student must have a Request for Transfer of Credits to Emerson College form approved by the registrar before registering at another institution. Students must achieve a minimum grade of C in each course requested for transfer. It is the student's responsibility to have an official transcript of courses taken mailed directly from the other institution to the Emerson College Registrar's Office. Quarter hours and trimester hours will be reduced to semester hour credits. Grades earned in courses accepted for transfer are not computed when determining the student's grade-point average except for the purpose of honors graduation.

Dropping and Adding Courses. All schedule changes must be processed in the Registrar's Office or the Advising Center for students advised through the Center. After the fifth day of the semester, written permission from the instructor is required to enter any course. After the tenth day of classes no course can be added except by an approved petition, and no course can be added that increases a student's billing charges except through a petition that requires the approval of the Student Accounts Office and, if applicable, the Financial Assistance Office. Such approved petitions are assessed a $50 Late Registration Fee. Dropping a course after the tenth day of classes is not permitted except through a petition approved through the Dean of Students Office.

Withdrawing from a Course. Students may withdraw from a course after the tenth day of classes and before the last two weeks of classes (or before the last five days of class during a summer session). Students who wish to withdraw from a course must obtain a Course Withdrawal Form at the Registrar's Office. The course instructor must sign the form and check one of two grades: WP (Withdrawn Pass) or WF (Withdrawn Fail). The signed form must be returned by the student to the Registrar's Office before the start of the last two weeks of classes. No refund is given to students who withdraw from a course.

Repeating a Course. Students who fail a course may repeat the course in an attempt to receive a passing grade. Both courses, and the grades received, are part of the student's permanent record and affect the student's cumulative grade point average. Students only receive credit once for a given course.

Attendance. Students are expected to attend classes regularly and promptly and are responsible for all work done in their classes while they are absent. Individual instructors determine the number of times a student may be absent or tardy before a grade is lowered. In classes where attendance is required, students are responsible for notifying the instructor in advance of unavoidable absences. Students must adhere to individual instructors' attendance policies. Attending an out-of-class activity or event for another course may not be used as an excuse to disregard a given class's attendance policy. A faculty member may not require a student to attend specified out-of-class activities that conflict with the student's schedule for another class.

In addition, Massachusetts state law requires that any student who is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such requirement. The student will receive an opportunity to make up the examination, study, or work requirement which may have been missed because of such absence on any particular day provided, however, that such make-up examination or work does not create an unreasonable burden upon the College. No fees of any kind shall be charged by the institution for making available this opportunity to the student. No adverse or prejudicial effects shall result to any student who takes advantage of these provisions.

Prolonged Absences. In any case of prolonged absence due to accident or illness, the student should immediately notify both the Dean of Students and his or her instructors. Under these circumstances the College will make every effort to permit the student to complete course work.

Withdrawal/Leave of Absence from the College. All students considering withdrawing or taking a leave of absence from Emerson must report to the Dean of Students Office to complete the appropriate paperwork. A student who subsequently chooses to return to the College returns at the same academic standing at which she/he left. Any course work taken during the absence will be considered during the re-admission application process. Students who have either withdrawn or taken a leave of absence are not eligible to participate in varsity or intramural athletics, student clubs and organizations or any other College-sponsored activity or program. Resident students who withdraw or take a leave are required to vacate College housing immediately. A Leave of Absence is good for a period of two years from the date of the Leave. Students who apply to be readmitted more than two years from the date of their last enrollment are subject to the admission standards prevailing when the readmission application is submitted to the College, and there is no guarantee of readmittance. Please note that students are considered to be on leave from the College based on the date of their last enrollment regardless whether or not they complete the appropriate paper work.

Class Standing. The registrar determines students' class standing for the academic year in September. Freshmen have completed fewer than 32 credits, sophomores from 32-63 credits, juniors from 64-95 credits, and seniors 96 or more credits. Credits completed do not include outstanding incomplete grades. For the purpose of loan applications, students may be considered a member of a class if they are within 8 credits of the minimum number of credits required for that class.

Credit Evaluation for Graduation. Every student must file a Graduation Application with the Registrar and make an appointment at the Registrar's Office for a credit evaluation before his or her last semester of attendance to insure that the student will be academically clear to graduate by the expected graduation date. It is the sole responsibility of the student to insure that all degree requirements as specified in this catalogue are met. Failure to be aware of a provision does not excuse a student from adhering to it. All students will be billed a Commencement Fee at the time of billing for the start of their last year of attendance, and must pay this fee regardless of whether or not they participate in the Commencement exercises.

Participation in May Commencement for Prospective September Graduates. Students planning to complete their degree requirements as of September may participate in the College's May Commencement ceremony provided the following requirements are met: (1) the student must register and pay for the final course work by the last day of classes in the spring semester; and (2) the student must obtain an Application to Participate in Commencement from the Registrar, complete it with the appropriate approvals, and return it to the Registrar by the last day of classes of the spring semester. Participation is allowed with the understanding that September graduates do not receive a diploma until degree completion.

Undergraduate Degree Time Limit. All requirements for a degree must be met within seven years of the student's date of matriculation at Emerson College. Because courses may become obsolete when they have been taken over a period of time that exceeds the normal four-year period, School Deans reserve the right to delete courses from a student's program of study when such courses are deemed to be obsolete for the current curriculum. Transfer credit for courses taken between five and ten years prior to a student's matriculation at Emerson College is awarded on a case-by-case basis by approval of the Registrar and the appropriate School Dean. Transfer credit is not granted for courses taken more than ten years before the student's matriculation at Emerson. An appeal to the Academic Policy Committee for waiver of any of the foregoing policies may be made by filing a petition at the Office of the Registrar.

Change of Address. The Registrar's Office maintains two addresses for each student. The first is a billing address and telephone number that includes the name of the bill payer, usually the student's parent(s). Bills are sent to the bill payer at the billing address. The other is the student's local address and telephone number while attending Emerson. Address changes and changes of a bill payer's name should be reported promptly to the Registrar's Office. Students may also change their address via the Worldwide Web at , then clicking interactive Services. This feature requires both the student's Emerson ID number and Emerson PIN.

GRADING POLICIES

Grading System. The College uses a system of letter grades and quality points to evaluate student performance. Grade point averages are computed on a scale where A = 4.0 (93-100), A- = 3.7 (90-92), B+ = 3.3 (87-89), B = 3.0 (83-86), B- = 2.7 (80-82), C+ = 2.3 (77-79), C = 2.0 (73-76), C- = 1.7 (70-72), D = 1.0 (60-69), F = 0 (failing).

W	A W (Withdrawn) is recorded for students who take a leave of absence or withdraw from the College before the last two weeks of the semester. This grade does not affect the grade point average.
WP	A WP (Withdrawn Pass) grade means the student was passing the course at the time of withdrawal. This grade does not affect the grade point average.
WF	A WF (Withdrawn Fail) grade means the student was failing the course at the time of withdrawal. This grade is computed as an F grade in the grade point average.
I	An I (Incomplete) grade is assigned when students engaged in passing work are unable to complete all class assignments for medical reasons or other extenuating circumstances. An I grade must be removed the next term in which the student is registered or it automatically becomes an F grade. For each Incomplete grade change, a Grade Change Form must be completed and signed by the faculty member and must be submitted to the Registrar.
P	A P (Passing) grade indicates performance in a course for which specific grades are not given. A P is equivalent to a grade of C or better and may be used in designated pass/fail courses only.
AUD	An AUD (Audit) grade designates registration for a course as an auditor.
NG	An NG (No Grade) is used to designate a course in progress and when an instructor has not submitted a final grade to the Registrar.
YC	A YC (Year Course) grade means that a grade will be given for a course at the completion of the succeeding term.

Grade Changes. No grade changes will be accepted or entered on a student's permanent record after the end of the third week of the semester following the one in which the course was taken, except for Incompletes as discussed above. Any change must be proposed and justified by the course instructor and approved by the instructor's Dean.

Grade Reports. Grade reports are issued at the close of each term to all students. Grades are mailed to the student at the billing address. Students may also access their complete grade history via the Worldwide Web at www.emerson.edu, then clicking interactive Services. This feature requires both the student's Emerson ID number and Emerson PIN.

Mid-Semester Evaluations. As part of the College advising program, mid-semester grade reports are sent each semester to undergraduate students whose grade falls below a C in any subject. Course warnings do not become part of a student's permanent record and are intended to encourage students to remedy academic deficiencies at a point in the semester where special attention or tutoring may have a positive effect on final course performance. Students who receive such warnings should meet with their instructor, consult their advisor and, if appropriate, seek help from the Learning Assistance Center. The College does not inform parents of mid-semester grade reports.

Academic Transcripts. A certified, official transcript of a student's academic record may be obtained from the Registrar's Office. Seven working days must be allowed for processing official transcript requests. Transcripts will be released only for students who have no transcript hold and who make their request in writing with their signature. Under no circumstances will telephone requests be honored. Transcripts of former students with a student loan in default are withheld.

Academic Grievances. Students who wish to make a complaint or grievance regarding any College academic policy should file a petition with the Academic Policy Committee through the Registrar's Office. Grievances regarding a grade or other matters in a course should be discussed first with the course instructor; if the student is not satisfied after discussing the matter with the instructor, the student should speak with the instructor's Dean. If the Dean cannot resolve the conflict with the student and instructor, the student should file a petition with the Academic Policy Committee through the Registrar's Office.

ACADEMIC STANDARDS

The College requires students to achieve a 2.0 cumulative average to earn a baccalaureate degree. This is a minimum requirement. Each School has the prerogative to require a higher cumulative average in any major field of study.

Satisfactory Academic Progress (Academic Probation and Suspension). The College has set the following standards for satisfactory academic progress:

1) Students are expected to maintain a cumulative and semester grade point average of 1.7 for freshmen and 2.0 for all other students. Students who fall below this standard are placed on academic probation.
2) Students must complete successfully 75% of attempted credits per semester. Grades or recorded symbols of F, WF, WP, I are not considered as successfully completing a course.

Students who do not meet the College's standards for satisfactory academic progress for two consecutive semesters are subject to academic suspension for not less than one year. Students who have been academically suspended may appeal their suspension through the Office of the Associate Vice President for Academic Affairs. After a year of suspension, the student may apply for re-admittance to the College.

Academic Dismissal. If, after a thorough review of a student's academic record, the Academic Probation and Suspension Board determines that a student's academic success at Emerson College is not feasible, that student will be dismissed. A second suspension results in automatic dismissal. An undergraduate who is dismissed may not be granted re-admittance to Emerson College.

Academic Ethics. A student who fails to meet minimum academic ethical standards by cheating, plagiarism, theft or vandalism related to library or laboratory materials or equipment, or similar acts, shall be subject to disciplinary proceedings that may result in suspension or dismissal. If there is any question about the appropriateness of an act, the student is urged to consult with a faculty advisor, instructor or a School Dean.

ACADEMIC DISTINCTION

Dean's Honor List. Students achieving a 3.45 or higher grade point average for the preceding semester will be placed on the Dean's Honor List. A grade below C- automatically disqualifies a student for the Dean's Honor List for that semester, regardless of the grade point average.

Honors Graduation. Honors graduation at Emerson College is based on a student's entire undergraduate academic record, including all course work transferred from other post-secondary institutions. For a student to graduate with Latin honors, the student must have: a minimum cumulative grade point average of 3.45 for a minimum of 48 credits at Emerson College; a minimum cumulative grade point average of 3.45 for all college-level credits used toward his or her degree, including all transferred courses; and at least 75% of his or her college-level work done in letter-graded courses (not pass/fail courses).

Courses taken at other institutions may not raise the grade point average of all courses taken higher than the student's Emerson grade point average, though they may lower it. Only the student's Emerson grade point average will appear on the student's transcript; the combined grade point average of both Emerson and non-Emerson course work is used only to determine eligibility for honors graduation.

Students who meet all the above criteria will graduate *cum laude* if their cumulative grade point average for all college-level work used towards their degree is between 3.45 and 3.64; *magna cum laude* if their cumulative grade point average for all college-level work used toward their degree is between 3.65 and 3.84; and *summa cum laude* if their cumulative grade point average for all college-level work used toward their degree is 3.85 or higher.

ACADEMIC RESOURCES

LIBRARY AND MEDIA SERVICES

The Emerson College Library, located in the Walker Building at 120 Boylston Street, serves the College community by providing access to information resources and services that support the mission of the College. The collection—almost 200,000 print and non-print items—emphasizes research in communication studies and the performing arts, with special focus on mass communication, speech, and communication disorders. Services that the Library offers include reference and research assistance, library instruction, interlibrary loan and document delivery, and reserve reading. Details concerning hours, policies, and services are available on the Library's homepage <http://library.emerson.edu> and in the *Student Handbook and the Guide to the Emerson College Library & Media Services Center.*

As a member of Fenway Libraries Online (FLO), a network of academic and special libraries in the Boston/Cambridge area, the Library shares an online catalog with—and has access to the materials of—Emmanuel College, Lesley College, Art Institute of Boston, Massachusetts College of Art, Massachusetts College of Pharmacy and Allied Health Sciences, Museum of Fine Arts, The Museum School, New England Conservatory of Music, Wentworth Institute of Technology, and Wheelock College. The Library is a member as well of the Fenway Library Consortium (FLC), which includes the members of FLO, and also the Brookline Public Library, Hebrew College, Simmons College, Suffolk University, and the University of Massachusetts, Boston. Emerson students may access the resources at these libraries or borrow materials from them directly (using a valid ID card) or they may request that materials from these libraries be delivered to them at the Emerson College Library.

The Library's homepage is designed to be used by students as the gateway for their research, and can be accessed from the Library's computer workstations, from computers throughout campus, or from the students' own PCs in their dorm rooms or apartments using an ECnet account. In addition to the catalog, which represents what Emerson College and the FLO libraries jointly own, the homepage offers access to a range of relevant electronic sources, including digital indexes, CD-ROMs, authoritative websites and research guides, and important academic databases. Through the homepage, students are able to, for example, download citations about their topic from *FirstSearch*, print articles from *Lexis-Nexis Academic Universe*, or send articles from *Expanded Academic Index* to their own email accounts. They can also request materials using the Interlibrary Loan Department's Web-based order form and they can send an email to a Reference Librarian asking a question they need help answering.

Also available to Library users is the College Archives, materials concerning the history and development of the College (including photograph and video collections), College publications, and special collections on theater and broadcasting. Details about the College Archives services, collections, policies, and procedures can be accessed through the Library homepage.

The Media Services Center, located near the Library in the Ansin Building on Tremont Street, provides students with access to approximately 2,400 films and videotapes, as well as facilities for producing audio, video, and multimedia presentations. In addition to a circulating collection of audio-visual equipment, including digital, video, slide, overhead, and 16mm film projectors, Media Services offers students camcorders and tripods for their field production work. The Center contains video viewing facilities, video dubbing booths, a video studio, two audio production booths, a film viewing room, an editing suite, a mediated conference room, and a classroom that holds up to 40 people. The Library's homepage has information about the Media Services Center, including an indexed catalog of the Center's film, video, and multimedia collections.

ACADEMIC COMPUTING

Since 1995, Emerson College has been one of the selected locations for New Media Centers instituted by a consortium, which includes industry leaders such as Apple Computers, Compaq, Microsoft, Adobe Systems, Macromedia and Kodak among others. The New Media Center supports several labs containing high-end computer equipment with digital video and multimedia production capabilities.

The Digital Production Lab at the Ansin Building at 180 Tremont Street, withmore than 50 Media 100 workstations, is the largest classroom in New England dedicated to digital video editing and new media technologies. The Advanced Projects Lab supports curriculum development and experimental technology while the Hyper Media Lab provides high quality multimedia production capabilities.

The Academic Computing facilities are open to all enrolled students, faculty and staff. Open access labs containing more than 220 workstations and several internet kiosks are located at different parts of campus. The whole campus is wired for high speed Internet connectivity at all locations, including offices, residence halls and labs. The workstations in the labs provide Email, Internet and World Wide Web clients, in addition to productivity tools such as word processing and web authoring applications. Specialized labs offer software packages on Macintosh, Windows and Unix platforms for desktop publishing, graphics, multimedia, statistical analysis and database programming applications.

All full-time students automatically receive an Email account and personal web-space at the time of registration. Academic computing's help desk provides support for computer hookups and software consulting for faculty and students. Workshops are offered periodically on Email, the Internet, and specialized software packages. The hours of operation for the Academic Computing labs vary according to the time of year and student demand. *For further information visit the Academic Computing website at http://telepath.emerson.edu/AC or call (617) 824-8884.*

ACADEMIC ADVISING

Academic and career advising are integral to Emerson's mission to educate students for life and prepare them for careers in communication and performing arts. The advising programs at the College are designed to recognize the individual needs of the students and to provide for that diversity. Through partnerships with faculty and professional staff, students are afforded unique opportunities for defining and achieving academic, career and personal goals. Throughout the advising process, students are provided access to the rich information resources at Emerson and guided to make informed and independent decisions. Advising serves as a primary means for integrating students into the larger college community, facilitating the completion of their academic programs, and supporting the transition to their professional careers. The Advising Center coordinates all aspects of the undergraduate academic advising process and supports academic advising provided by the faculty. *For further information, contact the Advising Center at (617) 824-7876 or by email at advising@emerson.edu.*

LEARNING ASSISTANCE CENTER

The Learning Assistance Center (LAC) provides academic support services to all students and gives them the opportunity to develop skills and abilities necessary for academic success and independence at the college level. A writing assistance program exists and is designed to support student writing across the curriculum. The staff of the LAC provides tutorials in developmental reading, including speed, comprehension, and text use. The Center offers support in study skills, including note-taking, test-taking, organizational and time-management strategies, as well as library research. Course specific tutorials, both individual and group, are available. Academic assistance is available for international students and students with special learning requirements. The Center can provide academic counseling to students, especially those on academic probation and those admitted provisionally to the College. The staff of the Center monitors academic performance at mid-term and works, as needed, works with students to design appropriate academic study plans. The staff collaborates with the faculty and offices of the College to address other student needs. *For further information, contact the LAC at (617) 824-7874.*

CAREER SERVICES

Career Services works in partnership with students and alumni on making informed career choices. In addition, we proactively develop and post a wide variety of internship and permanent job opportunities. Students are encouraged to visit the office well in advance of graduation. Career Services can assist students in exploring career options, developing sound resumé and interview skills, and developing a job or internship search strategy. Some of the programs and services we offer include: individual career advising appointments; workshops, industry speakers, and a site visit series; on-line recruiting system; career resource library housing professional and trade publications and a wide variety of tip sheets, handouts, and newsletters; on-line internship and permanent job postings; "Emerson Career Connection" alumni networking database; and 48 hour resumé critique service. The web site has information on all this and more. Visit on-line at http://www.emerson.edu/career/. *Information on Career Services may also be obtained at the office on the 6th floor of 216 Tremont Street, or at (617) 824-8586, or via e-mail, careers@emerson.edu.*

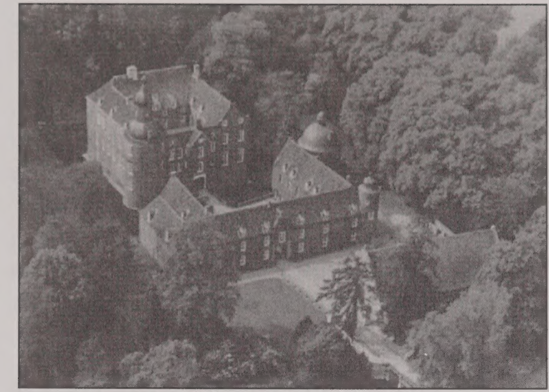
OFFICE OF ALUMNI RELATIONS

The Office of Alumni Relations works closely with the Emerson College Alumni Association to sponsor, coordinate and support academic and social programs designed to benefit both the Alumni and the Students of Emerson College.

Membership in the Emerson College Alumni Association is extended to any person who has attended Emerson College for two or more years. Association members elect a group of Alumni volunteers to a governing Board of Directors. The mission of the Alumni Association is to foster and maintain the spirit and devotion of the Alumni in an effort to promote growth and the reputation of the College as a leader in communication and the performing arts. The Association is an organization for Alumni to serve as partners in planning for the future of the institution, in guiding its direction and working to increase its resources. The Office of Alumni Relations supports the Alumni Association in this mission.

STUDENT ALUMNI ASSOCIATION (SAA). "Students for Four Years! Alumni for Life!" By working with the Office of Alumni Relations, SAA encourages interaction between current students ("Alumni in Residence") and the Alumni. Programs such as Alumni Weekend and the New York Connection (a weekend of career advice and networking in New York City) are just a few examples; throughout a student's four years, there are many opportunities to meet Emerson Graduates from every decade and every career field.

For more information, call the Office of Alumni Relations at (617) 824-8535 or 1-800-255-4259 or email the office at alumni@emerson.edu.



SPECIAL ACADEMIC OPTIONS

In addition to the programs detailed in the preceding sections of the catalogue, Emerson offers a variety of unique educational experiences to its students. The faculty of the College encourages interested students to take advantage of one or more of these enriching opportunities.

INSTITUTIONAL AFFILIATIONS

Longy School of Music. Emerson College offers the Bachelor of Music degree through a special program with the Longy School of Music in Cambridge. This degree is offered with major programs in piano-organ, orchestral instrumentation, and voice. Students must apply, audition, and be accepted at the Longy School of Music prior to applying to Emerson College. Formal acceptance by both Emerson College and the Longy School of Music is required.

Suffolk University. Emerson College and Suffolk University offer a cooperative program for the exchange of instructional services which makes available to students of both institutions a wider selection of courses. Cross-registration forms must be obtained at the Emerson College Registrar's Office and require the approval of the Registrar at both institutions. Emerson students may not register for courses at Suffolk which are offered the same semester at Emerson College. Students will pay tuition at their home institution at the home institution's tuition rate. Credit hours, grades, and honor points are transferred.

The Professional Arts Consortium. In 1981 Emerson College joined a consortium of colleges and schools that includes the Berklee College of Music, the Boston Conservatory, the Boston Architectural Center, Massachusetts College of Art, and the Museum School of the Boston Museum of Fine Arts. Students in the consortium schools are permitted to cross-register on a limited basis at the participating schools and to share residence hall facilities on a space-available basis. The Consortium sponsors various activities to foster student and faculty exchange. Cross-registration forms must be obtained at the Emerson College Registrar's Office and require the approval of the registrar at both institutions. Students will pay tuition at their home institution at the home institution's tuition rate. Credit hours, grades, and honor points are transferred.

Transfer Agreements. Emerson College and Mount Ida College, Fisher College, Endicott College, Dean College and Keystone Junior College have signed various cooperative and transfer agreements. For further information, contact the Office of Admission.

EXTERNAL PROGRAMS

Kasteel Well. A restored 12th-century medieval castle is home to Emerson's Semester Abroad Program in Well, the Netherlands. Moats and lush gardens contribute to the magic of this setting, while courses with a European focus provide the substance of serious academic pursuit. The program's special curriculum draws on the rich resources of its location to promote cross-cultural awareness and an understanding of worldwide communication.

Students who participate in the Emerson College Semester Abroad Program enroll in courses that take advantage of the European experience. Many of the courses offered are included in the General Education Curriculum. Study is combined with extensive travel, exploring the cultural and historical offerings in several major cities of Europe. The Kasteel (castle) Well is a national historical monument that provides living and dining accommodations, classrooms, a student center and pub, offices and a performance area for students, faculty and staff. The surrounding grounds offer opportunities for various outdoor sports. Well, located in eastern Holland near the German border, is approximately two hours from Dusseldorf, Amsterdam and Brussels, and five hours from Paris by easily accessible mass transit.

To study at Kasteel Well students must have a minimum overall 2.0 cumulative grade point average at the time of application. Students will become ineligible if their average drops below 2.0 at any time, or if they are on academic probation. Students must also consult with their academic advisors to ensure that degree requirements will be met.

Costs are comparable to a semester at the Boston campus (not including transportation and travel expenses). The Emerson College student who participates in the program is fully registered in the college and eligible for financial assistance. Students are required to take a full (16 credit) course load. Applications should be submitted approximately one year in advance of attendance.

For more information students should contact the External Programs Office, 80 Boylston Street, 1st Floor, by phone at (617)824-8567, by fax at (617)824-8618, or by e-mail at castle@emerson.edu.

Los Angeles Center. Qualified juniors and seniors may enroll for one semester of study at the Emerson College Los Angeles Center. The Los Angeles Center is a residential program with a full semester of internship opportunities and coursework during the fall and spring semesters, as well as a shortened summer session.

Internships offer students 4 or 8 college credits while providing practical experience in various fields of communication. (Please see page 61 for further details regarding internship credits.) Students have special opportunities to network with professionals, work in production-related areas in both film and television, assist copywriters, complete script coverage, work with casting and talent agents, assist in public relations organizations, and assist with the publication of national magazines, among many other choices. Among the six-hundred companies that sponsor interns are all the major studios, many prominent casting and talent agencies, international advertising and public relations agencies, independent film companies, among numerous sites.

Courses are taught by Los Angeles Center faculty who, as well as being academically credentialed, are professionals working in the industry, including producers, directors, screenwriters, advertising and public relations executives, actors, entertainment marketing professionals and more. Completely furnished student housing (mandatory for undergraduates) is offered a short distance from the center at the Oakwood Apartment Complex near Universal Studios, Warner Brothers, and NBC.

To study at the Los Angeles Center students must meet requirements determined by their individual departments and have a minimum cumulative grade point average of 2.7 at the time of application. Students may become ineligible if their average drops below 2.7 at any time, or if they are on academic probation. Students must consult with their academic advisors to ensure that degree requirements will be met and secure permission to complete an internship from their departmental Faculty Internship Advisor. Students may attend for one semester only.

Costs are comparable to a semester at the Boston campus (not including transportation and travel expenses). The Emerson College student who participates in the Los Angeles Center program is fully registered in the college and eligible for financial assistance. Students are required to take a full (12 or 16 credit) course load. Applications should be submitted approximately one year in advance of attendance.

For more information students should contact the External Programs Office, 80 Boylston Street, 1st Floor, by phone at (617)824-8567, by fax at (617)824-8618, or by e-mail at la@emerson.edu.

Hollywood Field Study. This unique 4 credit, 10 day, intensive field study program, which takes place between the fall and spring semesters in early January, introduces students to the television and film industries in Los Angeles. Students meet with writers, producers, directors, actors, agents, entertainment lawyers and others at all levels who can provide a look at the inner workings of the film and television business. Students take part in panel discussions, interviews, and behind-the-scenes visits to the sets of sitcoms, soap operas, dramatic series and film production studios. This program is offered through the cooperation and utilization of a large number of Emerson College alumni who are successful professionals in television and film.

The Hollywood Field Study is open to juniors and seniors with a minimum grade point average of 3.0 at the time of application. Students may become ineligible if their average drops below 3.0 at any time, or if they are on academic probation. Preference is given to Visual and Media arts students.

For more information students should contact the External Programs Office, 80 Boylston Street, 1st Floor, by phone at (617)824-8567, by fax at (617)824-8618, or by e-mail at la@emerson.edu.

Prague Summer Film Program. This rewarding and unique summer program is offered in Prague, the capital city of the Czech Republic. Students study on the campus of the Academy of Performing Arts for Film and Television (FAMU), one of the top three film schools on the European Continent. Prague, one of the finest cities in Europe, is rich in history, culture and beauty, and its attractions and landmarks are the classroom for students' learning and experiences.

This program offers students 8 credits of coursework. Students are evaluated by FAMU and Emerson College faculty as they are given an intensive experience in production, scripting and editing at the Academy. Special tours are planned throughout the program, and additional discussions feature Czech film directors.

The Prague Summer Film Program is open to juniors and seniors with a minimum grade point average of 3.0 at the time of application. Students may become ineligible if their average drops below 3.0 at any time, or if they are on academic probation. Students' film studies or production background will be considered as well as their academic standing.

For more information students should contact the External Programs Office, 80 Boylston Street, 1st Floor, by phone at (617)824-8567 or by fax at (617)824-8618.

GRADUATE DIVISION

Graduate study at Emerson College provides students with the opportunity for advanced work in the fields of communication. The graduate curriculum emphasizes rigorous academic inquiry and practical experience. Degree programs include the Master of Arts in Integrated Marketing Communication, Global Marketing Communication, Political Communication, Management and Organizational Communication, Speech Communication Studies, Health Communication (jointly offered with Tufts University Medical School), Theatre Education, Visual and Media Arts, Journalism, and Publishing and Writing. In addition, Emerson offers the Master of Science and the Ph.D. degrees in Communication Sciences and Disorders and the Master of Fine Arts degree in Creative Writing. Seniors may take 500 level courses, which are joint graduate/undergraduate courses. Many degree programs can be completed on a part-time basis.

For further information on graduate programs, contact the Office of Graduate Admission at: Emerson College, 120 Boylston Street, Boston, MA 02116, (617) 824-8610 or via e-mail, "gradapp@emerson.edu".

DIVISION OF CONTINUING EDUCATION

Continuing Education at Emerson is based on a philosophy that learning is a lifelong pursuit, whether for personal growth, career advancement, or career change. Consonant with this philosophy, the division offers a schedule of evening and Saturday courses and certificate programs for matriculated and non-matriculated students throughout the year. It has also implemented a degree program for adult and evening students, enabling those who work full and part-time to earn a baccalaureate degree in a variety of communication fields.

Adult Degree Program. Baccalaureate degrees can be earned during evening and weekend hours in Marketing Communication: Advertising and Public Relations; Management Communication; Communication Studies; Writing, Literature and Publishing; Media Studies; and Media Production (Video, Film, Audio, and New Media).

To be eligible for the Adult Degree Program, a student must have graduated from high school or earned a GED, and reached 23 years of age. Transfer students meeting these requirements are also eligible for acceptance into the program. Adult Degree Students study primarily in the evening and on weekends, are limited to no more than 12 credit hours in any one semester, and may take no more than 24 credit hours through the day program.

Course requirements and academic standards are the same as those for full-time students. A candidate must submit a completed Adult Degree application for admission, a $40 application fee, an official high school transcript or GED certification, and official transcripts from each college previously attended. Admission may also be granted to students who complete 16 credit hours of undergraduate study through the Department of Continuing Education and maintain a minimum 2.7 grade point average. Only 24 credit hours through the Department of Continuing Education taken prior to matriculation will be counted toward the Adult Degree Program. Full-time students, after an absence from Emerson of at least one calendar year, may apply for admission to the Adult Degree Program provided they meet the aforementioned criteria. Financial assistance is available for eligible Adult Degree candidates.

Certificate Programs. Certificate programs offered through the Department of Continuing Education are timely, practical, and professionally focused courses of study. They are designed to provide students with the knowledge and skills needed to succeed in a corporate or organizational environment. They provide flexible and convenient scheduling for working professionals and are taught by instructors who are successful practitioners in their fields as well as experienced educators.

One of the goals of all the certificate programs is the completion of a culminating project designed to attract attention and demonstrate to future employers the competence and quality of students' work. Students leave the program not only with the skills and knowledge of a specific field but also a tangible example of their work.

Examples of certificate programs at Emerson College are: Web Production and Management, Public Relations, Publishing, Screenwriting, and Speech-Language Pathology,

Continuing Education Courses. Students interested in the field of communication may take classes through the Department before deciding to matriculate, either part-time or full-time. For undergraduate credit, a high school diploma or its equivalent is required.

The Department's offerings may be used, within limits, by matriculated full-time students to obtain greater scheduling flexibility in their programs of study. Enrollment is possible on a seat-available basis. Students wishing to take CE courses should check with the Department of Continuing Education for the appropriate guidelines.

Summer Session. Summer is an exciting time at Emerson, with a full range of courses offered through the Department of Continuing Education. Adult Degree, full-time and continuing education students may take courses during two six-week sessions to accelerate academic progress, complete graduation requirements, or enhance their academic credentials. Internships are also available during the summer.

Conferences and Seminars. Through the Department of Continuing Education, Emerson College annually sponsors a variety of academic workshops, seminars and institutes which feature both nationally and internationally acclaimed scholars and practitioners. Programs offered on a regular basis include a five-day language learning disabilities institute; the highly acclaimed *Ploughshares* International Fiction Writing Seminar; a graduate theatre institute in theatre education; professional development workshops and seminars in communication disorders; and various other programs. Credit and non-credit registration options are available.

For more information, contact the Department of Continuing Education at (617) 824-8280 or via e-mail, "continuing@emerson.edu".

SCHOOL OF THE ARTS

Dean Grafton J. Nunes

MISSION

The School of the Arts is a community of artists, professionals and scholars committed to educating and training students to bring personal vision, commitment, sophistication, and courage to the practice of their crafts in media, theatre, and literature. The School looks for students who will use their Emerson experience to produce work that is expressive of the truth as they see it, emotionally honest and intellectually informed.

The School of the Arts is a mirror as well as a beacon. It reflects the tensions and harmonies; it illuminates the ironies and the possibilities around and within us. An Emerson arts education builds on reality to produce new realities, giving the "Stuff of Life" direction and meaning. The School of the Arts shares with the rest of the College the mission of teaching students how to perceive, to question, to structure, and to advance with a sensitivity to ethical complexity.

Boston's urban location provides opportunities for social contrasts and diverse energies that students and faculty, communicators and audiences can absorb and transmute in an atmosphere of support and productivity.

Emerson College believes that a strong liberal arts education is fundamental to rigorous professional training. As the College continues to enhance the liberal arts core, students receive the strongest possible grounding as thinkers as well as doers, utilizing innovative curricular structures and new technologies to convey the various modes of thought represented by the humanities, the social sciences and the pure sciences. New combinations of liberal arts offerings, not practical in more traditionally structured institutions, are being continuously developed to prepare our students for a world in which cross pollination of ideas and the juxtaposition of new methods are the rule of the day. Underlying all this innovation, there remains an abiding respect for intellectual rigor and self-discipline.

While grounding its students in a strong liberal arts education, the School of the Arts simultaneously liberates their imaginations and trains them effectively in the tools of their craft. It is not just how to express, but what to say that is stressed.

The School of the Arts includes three departments: Performing Arts; Visual and Media Arts; and Writing, Literature and Publishing. Each department offers programs at the undergraduate and graduate levels. Students in all degree programs are encouraged to pursue interdisciplinary study and minors whenever possible.

The undergraduate program leading to the Bachelor of Arts degree offers concentrations in theatre studies, theatre education, audio/radio, television/video, film, new media, and creative writing and publishing. The School offers the Bachelor of Fine Arts degree in acting, musical theatre, dance/theatre, design/technology, stage management, audio/radio, television/video, film, new media, and creative writing.

Graduate programs leading to the Master of Arts degree are available in Theatre Education, Media Studies, and Writing and Publishing. The School also offers the Master of Fine Arts degree in Creative Writing. For information concerning these graduate programs, please consult the Emerson College Graduate Catalogue.

The faculty instills in its students a sense of ownership in their work. It teaches students to recognize and accept stylistic and ethical responsibility for what they are producing. As they embrace that responsibility, students begin to speak with the authority of master craftspeople and artists.

Students leave Emerson as deep-water thinkers in the rhetoric of a future that is already upon us and in a grammar of images, sound and words produced in dynamic relationships and distributed everywhere instantly on cyber links.

DEPARTMENT OF PERFORMING ARTS

Professors Morgan, Nickole and Gaisner; Associate Professors Colby, Donohue, Jozwick, Shea (Chair) *and Wheeler; Assistant Professors Adams, Craft, and Swift; Artists-in-Residence Hickler, Ocampo-Guzman, and Riggin.*

MISSION

The Department of Performing Arts educates students in the collaborative arts of theatre and dance within their historical and cultural contexts. Its professionally active faculty guides students in programs, which offer both rigor and creative challenge. Studio and production work are central to all concentrations in the department and are integrated into the larger context of a liberal education. The department also offers coursework in music and dance in support of its Musical Theatre concentration and to enrich the liberal arts curriculum of the College.

The arts of live theatre are central to the education offered by a communications college. Students in the Department of Performing Arts are challenged to develop a deep understanding of self along with a sense of ethical responsibility to the immediate community and society at large. Through productions, internships and other activities, students are encouraged to work in the community, exploring and developing their own roles as artists and educators.

The faculty of the Department of Performing Arts is committed to the following goals:

- To provide an applied and experimental understanding of theatre and to develop basic skills in the performance, design, technical, and production aspects of the art.

- To provide a curriculum that emphasizes how culture affects the creative process and how, in turn, the creative process contributes to the evolution of culture.

- To provide a theoretical and historical understanding of the theatre and the conventional standards by which it is judged through scripts, knowledge of the physical theatre and production techniques, and the aesthetics of the major historical periods of drama.

- To allow students to recognize their own potential and to develop their own interests through a balanced curriculum as well as to prepare students to enter the traditional fields of performance and production of both the professional and the educational theatre.

PROGRAMS

The department offers the Bachelor of Arts (B.A.) and the Bachelor of Fine Arts (B.F.A.) degrees. Students who matriculated before 1997 may also elect to complete a Bachelor of Science (B.S.) degree.

Students may pursue B.F.A. degrees with a concentration in Acting, Dance/Theatre, Design/Technology, Musical Theatre Performance, and Theatre Management. Each of these programs demands that students commit to structured, intensive work at the center of their Emerson education. Each has defined admission – the concentrations in Acting, Dance/Theatre, and Musical Theatre may be entered only through a required and competitive audition process – and retention standards. The faculty believes that students should not be encouraged to enter or allowed to complete B.F.A. programs unless they demonstrate the kind of work ethic, talent, and skills development demanded by the profession, and review of student work and progress occurs annually.

The B.A. degree in Theatre Studies invites students to develop a broad educational plan, which must include work beyond the Performing Arts core curriculum in at least two different curricular areas. B.A. students normally participate in training work in a primary area of interest – they may include actor training work if they have successfully auditioned to do so – but are given freedom to identify further course work in other areas of theatre or dance, in related fields of communication and the arts, and in the liberal arts and sciences. Theatre Studies students will explore primary areas of interest like Acting, Dance, Musical Theatre, Theatre Education, Management, Design/Technology, Playwriting, Dramaturgy, and Directing. They will then build very specific clusters of courses in an interdisciplinary fashion. For example, a student interested in Theatre and Arts Management would define work in Advertising, Public Relations, and Theatre; another student interested in Writing might define work bringing together Acting, Directing, Design, and Dramatic, Screen and Creative Writing. A Directing major would be encouraged to make broad and deep use of the extensive offerings in Literature and the Liberal Arts. A Design major would also take courses in visual and studio art, audio and photography. The very nature of the B.A. in Theatre Studies encourages a student to develop a personal, educational plan for a program best suited to his or her future goals.

The B.A. degree in Theatre Education requires specific work beyond the Performing Arts core curriculum in theatre education and in areas mandated by the Commonwealth of Massachusetts for Provisional Certification with Advanced Standing as a Teacher of Communication and Performing Arts. At the same time, students in this program have between 9 and 12 free electives with which to build an individualized program in ways similar to the student in Theatre Studies.

PRODUCTION OPPORTUNITIES

The department's major performance space is the newly renovated Emerson Majestic Theatre. Located in the heart of Boston's theatre district, the Emerson Majestic is a 90-year old, 850-seat proscenium house. Emerson Stage, the department's production unit, presents many student-created events annually from a variety of theatrical genres, directed by faculty, professional guest artists, and students. Through productions at the Majestic and in three other theatres, students are exposed to a wide range of performance and production opportunities.

During the academic year, a number of major productions are fully mounted at the Majestic and in the Studio Theatre, a 120-seat "black box theatre" in the department's 69 Brimmer Street home. Separate seasons in the Loft and Circle theatres feature productions directed by students, as well as faculty members or guest artists. Additional workshop projects offer student actors the chance to work with a wider variety of faculty and guest artist directors. In April, the Emerson Playwrights Festival is mounted through the generosity of Emerson alumnus Rod Parker '52. It includes workshop productions and staged readings.

EXTERNAL PROGRAMS

Many Performing Arts majors make use of Emerson's European Center (in Kasteel Well, The Netherlands) for a semester abroad program in the sophomore year. Acting students have the opportunity to study with European teachers in the same curriculum that is followed in Boston. Performing Arts students particularly interested in professional outcomes in film and television may spend a semester of the senior year at the College's Los Angeles Center. In the Performance area, only B.A. Theatre Studies students are eligible to take the Los Angeles semester.

INTERNSHIPS

Performing Arts majors may enroll in eight credits of Internship with Boston area, Los Angeles, or national/international companies.

PERFORMING ARTS PROGRAM CORE REQUIREMENTS

All degree candidates in Performing Arts must take the following Core curriculum.

		Credits
PA 101	Languages of the Stage	4
TH 121, 123	A course in Acting or 4 credits in	4
Or DA as approved	Dance technique or composition	
TH 141-148	Stagecraft Laboratories	4
TH 149	Emerson Stage Production Crew	0
TH 311	World Drama in its Context I	4
TH 312	World Drama in its Context II	4
TH as approved	A course in Dramatic Literature or Playwriting	4

Students in the B.F.A. in Dance/Theatre, and those in the B.A. in Theatre Studies or Theatre Education with a significant concentration in dance work, may substitute 4-8 credits of work in Dance History within the 12 credits of required work in dramatic literature.

Total Credits: 24

B.F.A. IN ACTING

Performing Arts Core (Includes TH 123)	24
TH 124, 221, 222	12
TH 211	4
BFA Studio I, II III, IV	32
Electives	8-20
Total Credits:	80-92

Students in the B.F.A. Program in Acting are must audition to continue in the program at the end Since an intensive residency is essential to the success of the Studio, B.F.A. students are not eligible to participate in The Los Angeles Program.

B.A. IN THEATRE STUDIES

Performing Arts Core	24
Primary Area within P.A.	12
Secondary Area within P.A. or in another Discipline (as approved)	12
Electives in Theatre Studies	32-44
Total Credits:	80-92

Please Note that B.A. Theatre Studies majors with an emphasis in Acting may take only one Advanced Acting class (TH 421) in each of their junior and senior years.

In addition, B.A. Theatre Studies majors are eligible for the intensive 16-credit course of study at the Los Angeles Center in their senior year.

B.F.A. IN DANCE/THEATRE

Performing Arts Core (Includes Dance History I & Dance Technique)	24
One Course in Acting	4
Dance Composition I and II (DA231/431)	8
Dance Theatre I and II (DA340/440)	8
Dance History II	4
Dance Technique Courses	16
Foundations of Movement	4
Electives	12-24
Total Credits:	80-92

B.F.A. IN DESIGN/TECHNOLOGY

Performing Arts Core	24
Design Skills (TH 140/TH 240 and one of TH 244, TH 346 or TH350)	12
Design Fundamentals (TH 150 plus two courses chosen from TH 241, TH 242, TH 245, TH 248, or TH 441)	12
Design Problems (Three Design/Technology courses chosen with Advisor)	12
Production Assignments	8
Electives	12-24
Total Credits:	80-92

B.F.A. IN MANAGEMENT

Performing Arts Core	24
Introduction to Arts Management (TH 275)	4
Introduction to Stage Management (TH 277)	4
Design Essentials (TH 250)	4
Any Design (Production/Stage Management) or MS/CS (Arts Management) course as approved	4
Directing I (TH 381)	4
Directed Study, Production Project, Internship	8-16
Production or Management Electives (as approved)	8-16
Electives	12-24
Total Credits:	80-92

B.F.A. IN MUSICAL THEATRE

Performing Arts Core (Includes TH123 and TH 504)	24
TH 124, 221, 222	12
Musicianship, or Applied Music	4
Music Analysis	4
Dance (Two Courses)	4
BFA Studio I and II (TH 327/328)	16
Directing the Musical Play (TH 484)	4
Senior BFA Project	4
Electives	8-20
Total Credits:	80-92

B.A. IN THEATRE EDUCATION

Performing Arts Core (Includes TH562)	24
An Additional Course in Acting	4
Directing I (TH 381)	4
Drama as Education I & II	8
Education Minor (For Students seeking Certification)	12-20
Electives	32-40
Total Credits:	44

*Education Minor (Required for students seeking certification): 16-24

Students focused in Dance may use a Dance Composition course in place of TH 381 above, and Directed Study in Teaching Dance/Movement in place of TH 461.

TEACHER EDUCATION/CERTIFICATION PROGRAMS

Students at Emerson who are interested in obtaining Massachusetts Provisional Certification with Advanced Standing as a Teacher of Communication and Performing Arts (all levels, pre-K through grade 12) should see the Teacher Education/Certification section of this catalogue and consult with the department's Program Director of Teacher Education as early as possible (or before the end of sophomore year) regarding programs and requirements. Students transferring to Emerson College above the sophomore level should contact the Program Director for program requirements and admission procedures.

Provisional Certification requires completion of a BA degree in Theatre Education along with completion of the Education Minor. The student teaching practicum must be fulfilled through Emerson. The minor consists of: TH 469, Foundations of Education (4 cr.), 4-12 credits of Student Teaching Practicum, and PS 333 Developmental Psychology. The last course may also be used toward a student's General Education Liberal Arts distribution in Psychology.

Provisional Certification with Advanced Standing is valid for five years, after which time a student wishing to maintain certification must meet the additional qualifications for Standard Certification (equivalent to a master's degree plus additional supervised teaching).

DANCE MINOR

This course of study combines dance theory, dance technique, and experience in the creative process within the discipline:

Dance History I or II (DA 539 or 540)	4 credits
Dance Composition I: Improvisation (DA 231)	4 credits
Dance Composition II: (DA 431)	4 credits
Dance Technique (2 credit courses)	4 credits

EDUCATION MINOR

• TH 469, Foundations of Education	4 credits
• Student Teaching Practicum	4-12 credits
• PS 333, Developmental Psychology	8 credits
Total Credits:	40-44

Students focused in Dance may use a choreography course in place of TH 381 above, and Directed Study in Teaching Dance/Movement in place of TH 461.

Dance Courses

DA 230 Dance I: Technique and Theory 4 credits

This course introduces the student to the physical and theoretical foundation upon which all expressive dance forms are based. The student develops an understanding of the body as an expressive instrument and of dance as a performing art. Through the study of basic dance technique, the student develops strength, flexibility, body placement, control, and a sense of line. The basic movement vocabulary and terminology of ballet, modern and jazz styles are introduced. Along with two studio classes per week, students explore the concept of dance as art and are introduced to twentieth century dance in a classroom lecture setting. (As Needed)

DA 231 Dance Composition I: Improvisation 4 credits

This course guides students in the discovery, development, and exploration of their own movement and imagery. The stimuli for dances include personal experiences, abstract ideas, relationships, emotions, and a variety of real or imagined materials. (Spring Semester)

DA 233 Elementary Ballet 2 credits
This course explores the fundamentals of ballet technique for beginning students. Through the traditional class sequence, students become familiar with ballet terms and technique. The class begins at the barre and progresses to center combinations which emphasize the development of musicality, flexibility, strength and control. May be repeated once for credit. Prerequisite: DA 230 or permission. (As Needed)

DA 234 Elementary Modern Dance 2 credits
This course presents the fundamentals of the concert dance form exemplified in the styles of Graham, Limon and Cunningham for beginning students. It focuses on the development of technique, including floor work, center and traveling components. The student explores a wide range of axial and spatial movement while developing flexibility, placement, control, and a concept of dance as a performing art. May be repeated once for credit. Prerequisite: DA 230 or permission. (As Needed)

DA 237 Elementary Jazz 2 credits
An introduction to the American dance form of jazz, including blues and musical theatre dance. Utilizing East Indian and African-Cuban rhythms, this technique is based on exercises and movement developed by choreographer Jack Cole. Classes focus on the development of strength, flexibility, isolation and control through a series of stretches, strengthening exercises and center floor combinations. May be repeated once for credit. Prerequisite: DA 230 or permission. (As Needed)

DA 271 Dance Practicum 1 non-tuition credit
Students doing substantive work in dance under the supervision of a member of the faculty may enroll in Dance Practicum for credit during the term in which the work takes place. Projects which span two terms may be used for credit in either of the terms. May be repeated. Only four non-tuition credits may be used toward graduation. Requires completion of a project contract and permission of the chair.

DA 333 Intermediate Ballet 2 credits
Students at the intermediate level are encouraged to explore the technical and artistic aspects of classical ballet. Each class begins with a series of exercises at the barre and continues into center floor combinations, which may include pirouettes, beats, and jumps. This course may be repeated a maximum of two times for credit. Prerequisite: DA 233 and/or permission.

DA 334 Intermediate Modern Dance 2 credits
Students at the intermediate level concentrate on developing strength, movement quality, a strong movement center and a wide range of movement vocabulary drawn from the Graham, Limon and Cunningham styles. Classes include floor work, exercises at the barre and traveling patterns. This course may be repeated a maximum of three times for credit. Prerequisite: DA 234 and/or permission.

DA 337 Intermediate Jazz 2 credits
Training in American Jazz Dance integrates a number of jazz styles, including Luigi, Fosse and African-Cuban, which are performed today in the musical theatre and in concert. Students work to develop control, strength and speed, with an emphasis on movement isolation and a clear jazz style. This course may fulfill the Musical Theatre Dance requirement and may be repeated. Prerequisite: DA 237 and/or permission of the dance faculty.

DA 338 Intermediate Topics in Dance 2 credits
A continuation of DA 334 Intermediate Modern Dance primarily for the dance major. This intensive technique course broadens the student's established base in modern dance technique to encompass work in ballet, jazz, contact improvisation and other relevant dance styles. (As Needed)

DA 340 Dance Theatre I 4 credits
This studio course guides students in the discovery and use of expressive elements in dance and theatre. Students explore the integration of dance, text and dramatic action to create dance theatre forms. The first of a two-semester sequence.

DA 430 Dance Repertory 2 credits
This course offers students the opportunity to work with a choreographer in the creation and staging of a concert dance, musical theatre or dance theatre piece. Led by faculty or guest artists, students work in a broad range of choreographic styles. In addition to developing the performance and physical skills necessary for the work, students are expected to engage in research and/or study materials necessary to the performance. The course culminates in a public performance of the work. This course may be repeated twice. Prerequisite: Permission of the dance faculty. (As Needed)

DA 431 Dance Composition II 4 credits
This course concentrates on the theory and practice of dance choreography. Basic choreography structure, analysis and practical application of dance elements (solo, duet and group forms), performance style, and the interrelationship of dance with other theatrical elements will be studied. Though primarily for students interested in dance choreography, this course may also benefit students majoring in directing or musical theatre. Prerequisite: DA 231 or permission. (As Needed)

DA 434 Advanced Dance Technique 4 credits
Advanced dance students concentrate on further developing strength, flexibility, and control in a wide range of movement vocabulary drawn from the Graham, Limon, and Cunningham styles. Students explore dance phrasing, movement qualities, and develop a strong and focused dance style. This course may be repeated for credit a maximum of three times.

DA 440 Dance Theatre II 4 credits
Using the integration of dance, text and dramatic action, students develop a deeper understanding of the dance theatre form. The course culminates in a major project based on an adaptation or the creation of an original dance theatre work. The second part of a two-semester sequence.

DA 498 Directed Study: Teaching Dance and Movement 4 credits
Classroom work involves both lecture and studio work, focusing on educational philosophy supporting a dance curriculum, aesthetic principles of dance/movement, and technical aspects of body mechanics. A pre-practicum involving 40 hours of observing/assisting area dance teachers is required. Students will learn to prepare lesson plans, which articulate behavioral objectives and methods of evaluation. Students will be supervised teaching some of these plans. Either this course or TH 461 Drama as Education II is required for Theatre Education majors and for students seeking Massachusetts Provisional Certification with Advanced Standing as a teacher of Communication and Performing Arts.

DA 539 Dance History I: Ritual to Theatre 4 credits
Dance is studied within different cultural contexts (early societies to the late 19th century U.S. and Europe). It is the first of a two-semester survey exploring the development of western theatrical dance. This course includes an exploration of traditional dance in both western and non-western cultures and a study of traditional dance, social dance, and European court dance as primary sources for the theatrical dance forms of the twentieth century.

DA 540 Dance History II: 20th Century Dance 4 credits
The study of twentieth century dance as an art form includes an exploration of Ballet, Modern Dance, and Theatrical Dance and examines sociological, anthropological and theoretical influences. The changes in choreographic structure and presentation, the developments in dance technique, the contributions of prominent choreographers and artists, and the developments in musical and dramatic forms will be studied.

Music Courses

MU 137 Listening to Music 4 credits
This course is intended for students with little or no experience in music who want to develop their listening skills and musical understanding. Emphasis will be on a non-theoretical study of the elements and compositional principles of music, and careful listening to selected works of master composers in the context of a brief survey of Western music. Fulfills the Arts option of the General Education requirements.

MU 139 History of Jazz 4 credits
A study of the evolution of jazz, a continuously evolving form synthesizing many different music styles. Attention is given to its African-American origins, historical identifications, anti-social tendencies, political aspects, and subjective effects which have affected cultural change. Emphasis is placed on listening to the works of Armstrong, Ellington, Davis, Gillespie, Parker, Monk, Coltrane, and Mingus.

MU 152 Musicianship I 2 credits
This course provides an introduction to music notation as it relates to performance and requires no previous music background. Rhythm, melody, and harmony are studied through class work and written assignments. Recommended for musical theatre and dance majors. (As Needed)

MU 201 History of Music: European 4 credits
A survey of European music from Greek beginnings through the Middle Ages, Renaissance, Classical, Baroque, and Romantic periods up to and including contemporary musical forms. Fulfills the Arts option of the General Education requirements. (Fall or Spring Semester)

MU 202 History of Music: American 4 credits
A survey of American music from the first American settlers to the present including the development of such forms as folk, regional, religious, ethnic, jazz, musical theatre, and various popular styles. Fulfills the Arts option of the General Education requirements. (Fall or Spring Semester)

MU 203 Perspectives in World Music 4 credits
This course investigates music-making within a variety of cultures, including societies from Africa, the Caribbean, India, the Far East, and Native Americans. Musical experience is examined from both the sonic and social perspectives, including: musical form, instruments, and style, as well as music's role as a vehicle for defining and representing social values. The class will attend at least one concert during the semester. Fulfills the Arts option of the General Education, and the Non-Western Civilizations and Cultures requirements. (Fall or Spring Semester)

MU 233 History of Opera 4 credits
An introduction to the musical and aesthetic conventions of opera. Emphasis is placed on listening to representative works and on an historical survey of opera from its birth to the present. Recommended for students in the department of Performing Arts. (Fall or Spring Semester)

MU 252 Musicianship II 2 credits
As a continuation of MU 152, this course explores rhythm, phrasing and harmony in a variety of musical contexts. Prerequisite: MU 152 or permission of instructor.

MU 253 Applied Music: Voice 0 or 2 credits
This studio course comprises a minimum of ten, weekly hour lessons with a private instructor. Students may pursue this course for credit, or on a non-credit basis by signing a contract requiring payment of a significant course fee. B.F.A. Musical Theatre majors are required to maintain continuous enrollment in this course for four semesters prior to enrolling in TH 327, Musical Theatre Studio I, in the third year of training. May be repeated to a maximum of four times. Prerequisite: permission of the coordinator of Applied Music.

MU 255 Music Analysis 4 credits
An introduction to the analysis of music, especially as it appears in Musical Theatre. Topics include song structure, dance forms, and identification of the features in various genres and historical styles. Prerequisite: MU 252 or permission. (Fall or Spring Semester)

MU 353 Applied Music: Voice 0 or 2 credits
Advanced vocal students do a minimum of ten, weekly hour lessons with a private instructor. Students may pursue this course for credit, or on a non-credit basis by signing a contract requiring payment of a significant course fee. May be repeated to a maximum of four times. Prerequisite: Permission of the coordinator of Applied Music.

MU 354 Applied Music: Piano 0 or 2 credits
For students for whom the study of piano is relevant to their professional goals. Students have weekly individual lessons and may pursue this course for credit, or on a non-credit basis by signing a contract requiring payment of a significant course fee. May be repeated to a maximum of four times. Prerequisite: Audition for placement.

PERFORMING ARTS COURSES

These courses embrace all areas in the department (dance, music, and theatre).

PA 101 Languages of the Stage 4 credits
This course introduces students to the various means of expression available to the art of the stage. In addition to an exploration of the techniques of the written script, students will be introduced to the visual forms of artistic communication, their history, and the conventions of all theatrical forms. Readings will be supplemented with on-line and computer-generated materials. Languages of the Stage fulfills a core curriculum requirement for all Performing Arts majors. (Fall Semester).

PA 271 Performing Arts Practicum 1 non-tuition credit
Students doing substantive work in any area of theatre under the supervision of a member of the faculty may enroll in Performing Arts Practicum for credit during the term in which the work takes place. Projects which span two terms may be used for credit in either of the terms. May be repeated. Only four non-tuition credits

may be used toward graduation. Requires completion of a project contract and permission of the chair.

A. Acting
B. Directing
C. Design/Production
D. Stage Management
E. Arts Management
F. Musical Theatre
G. Theatre Education

PA 371-372 Production Project **2 or 4 credits**
Students with junior standing may define project work in acting, dance, design, technical production, management, directing or education. Projects must be approved by the department chair and are completed under the supervision of an assigned advisor.

PA 471-472 Production Project **4 credits**
Students with junior standing may define project work in acting, dance, design, technical production, management, directing or education. Projects must be approved by the department chair and are completed under the supervision of an assigned advisor.

PA 498 Directed Study in Performing Arts **2 or 4 credits**
Students are provided the opportunity to develop a research paper or creative project on a topic or level of experience not covered in the regular curriculum. Permission of the department chair.

PA 499 Internship **2 or 4 credits**
Students work in professional theatrical or educational settings under the direct supervision of an approved, full-time employee and an assigned faculty member. Prerequisites: Permission of the department chair and the department's internship coordinator prior to the beginning of the internship. This course is offered Pass/Fail.

THEATRE COURSES

TH 100 Appreciation of Theatre Arts **4 credits**
This course introduces students to the nature of theatrical performances, which may include drama, comedy, musical theatre, opera, dance, solo performance, or performance art. Students will see theatrical performances both on and off the Emerson campus and will be exposed to a wide range of performance styles. Readings will include plays and some historical material as well as readings in performance theory and critical analysis. Special attention will be given to the student's written response to theatrical art. Fulfills the Arts option of the General Education requirements. (As needed)

TH 121 Introduction to Acting I 4 credits
An introduction to the acting process designed for the non-performance major. Group and individual exercise work develops a relaxed instrument able to respond freely, in the body and the voice, to emotional and external stimuli. The course moves from fundamental explorations through improvisation to work on scripted material. (As Needed)

TH 122 Introduction to Acting II 4 credits
Building on the work of TH 121, this course proceeds to careful study of the mapping of a scene through the vocabulary of intentions, actions, obstacles and objectives. From year to year, the focus may be on the plays of dramatic realism which lend themselves easily to analysis by these means, or on the work of Shakespeare. Prerequisite: TH 121. Students are encouraged to enroll in TH 121 and 122 in successive semesters. (Spring Semester)

TH 123 Acting: Voice and Text I 4 credits
This introductory course bases the actor's work in the experience of voice and language. The goal is a free voice in a free body and the ability to express thought and emotion with openness and truth. To this end, the course guides the student through awareness of and release from habitual tensions and into body alignment, breathing, resonators, sound and movement, group interaction and the exploration of individual and ensemble creativity. In the course of discovering the two to three octaves of the speaking voice and its connection with thought and words, the student will use both scripted and improvised material. The course will culminate in an in-house performance of material created by the students from their improvised work. (Fall Semester)

TH 124 Acting: Voice and Text II 4 credits
The voice and basic bodywork will build on the foundation of freedom and relaxation to the development of power, range and flexibility. Physical and emotional courage and the mutual support necessary to group creativity will be emphasized. Experiencing words and experimenting with the use of language, the aim of the course work will be to balance the quartet of the actor's instruments: intellect, emotion, voice, body. Material will be drawn from plays, poetry, books and personal writing. Projects will be developed from texts which focus on a particular content, ranging from community issues (children, the environment, prisons, war and peace) to poetic texts (the Romantic poets, collections such as Spoon River). These anthology projects will be rehearsed outside of class time, directed and performed. (Spring Semester)

TH 140 Rendering 4 credits
Techniques in perspective drawing and drafting are acquired, including color and texture in a variety of media and the representation of objects in stage space. Students are expected to provide appropriate materials as needed. This is the first course

required of students in the Design/Technology concentration and recommended for others interested in design. (Fall semester)

TH 141-148 Stagecraft **2 credits**

This course offers experience in standard technical craft practices for the theatre. Students study fundamental techniques in selected technical/craft areas. Including, but not limited to, scenery construction and handling, scene painting, sculpture for the stage, costume and properties construction, make-up prosthetics, electrics and lighting. Students are expected to provide appropriate materials as needed. Students may complete different Stagecraft units to a total of eight credits. The Performing Arts core curriculum requires completion of two laboratory units, or four credits. (As Needed)

TH 141	Special Topics
TH 142	Electrics
TH 143	Properties Construction
TH 144	Costume Construction
TH 145	Scenic Construction
TH 146	Scene Painting
TH 147	Costume Crafts
TH 148	Masks

TH 149 Emerson Stage Production Crew **0 Credits**

Performing Arts majors are assigned to crew one Emerson Stage production project during their first year in the program. Successful completion of this crew assignment is required as part of the Performing Arts curriculum. Students who fail to earn a satisfactory grade in TH 149 during their first year may not be eligible for work with Emerson Stage until they do so through a new crew assignment.

TH 150 Design Research **4 credits**

This course will introduce students to the history of theatrical design and production techniques and their relationship to the audience and culture from which they are derived. Students in the course become fluent in the language and techniques of visual design. They discover tools for reading play scripts from the designer's perspective, prepare research folios and make classroom presentations of their discoveries. Research materials are accessed and delivered in a variety of ways including spoken, written, and graphic presentations, both traditional and computer-aided. Students are expected to provide appropriate materials. (Spring Semester)

TH 204 Theatre Into Film **4 credits**

This course will explore the artistic languages of theatre and film. Dramatic material written for the stage will be read and analyzed and the process of adaptation of that material will be explored. Texts include the works of such playwrights as Shakespeare, Strindberg, Williams, and Albee. Film texts include the work of directors such as Lumet, Cukor, Solberg and Nichols. Fulfills the Arts option of the General Education requirements. (As needed)

TH 211 Text Analysis for Performers 4 credits
An extensive experience in text analysis for the performer. The course covers action and beat analysis, levels of dramatic structure, and sensitivity to the richness of language as theatrical expression. Required of students pursuing the B.F.A. in Acting or Musical Theatre and recommended for students in other degree programs who are interested in acting or directing. Prerequisite: TH 121 or 123. (As Needed)

TH 221 Acting III: Ensemble Acting and Performance 4 credits
Actors learn to channel the strong physical and emotional freedom and energy developed in Acting: Voice and Text I and II into dramatic action through intensive exploration of movement and improvisation. A variety of improvisatory approaches are employed to tap into individual creativity and to discover the power of group creation. Physical demands increase as the body is emphasized as the instrument of communication. The work includes exploration of space, energy, dynamics, rhythm and sensory response. Prerequisites: TH 124 and permission. (Fall Semester)

TH 222 Acting IV: Basic Scene Study 4 credits
The work of TH 221 continues through developed improvisatory structures culminating in scripted material. Physical impulses are incorporated with the organic response mechanisms of breath and voice as the work progresses into project and scene work. Prerequisites: TH 223 and permission. (Spring Semester)

TH 240 Drafting 4 credits
Through weekly projects, students learn graphic techniques in drafting for theatrical production. Focus is on conventional symbolization, development of ground plans, sections, elevations, orthographics, isometrics, and construction drawings. Students are expected to provide appropriate materials as needed. (Fall Semester)

TH 241 Technical Design I 4 credits
Introduction to the organization of the scene shop, tool maintenance and usage, construction techniques, technical drawing development, rigging, time and material budgeting. Students will complete class projects and work on Emerson Stage productions. Students will be expected to provide appropriate materials.
(Spring Semester)

TH 242 Lighting Design I 4 credits
Basic principles of stage lighting design are introduced, including the mechanics and optics of lighting instruments, electrical theory and practices, control systems, basic design concepts, and color theory. Controllable qualities of light are investigated and demonstrated through the student's participation on a lighting crew for a department production. Design techniques are developed through a complete lighting design project. Students are expected to provide appropriate materials as needed. (Fall Semester)

TH 244 Costume Construction 4 credits
The course introduces the student to basic costume patterning and construction methods. The student will not only study draping, drafting, and flat-patterning, but will also learn terminology, equipment usage, and the skills necessary to the entire costuming process.

TH 245 Scene Design I 4 credits
The course covers script analysis, design metaphors, ground plans and terminology. It also explores the director-designer relationship and the elements of design as they relate to theatrical space. Students are expected to provide appropriate materials as needed. Prerequisite: TH 240 Drafting is recommended. (Fall Semester)

TH 247 Make-Up: Theatre 2 credits
This course presents a comprehensive study of the art of traditional make-up for the stage. Through the use of cosmetics and prosthetics, students learn to execute corrective, character and age make-up. Students are expected to provide appropriate materials as needed. (As Needed)

TH 248 Costume Design I 4 credits
Students develop an understanding of the basic principles of costume design used to create statements about a play and its characters. Lectures and class discussions prepare students to confront specific problems in design projects. Students are expected to provide appropriate materials as needed. (Fall Semester)

TH 265 Foundation of Education 4 credits
This course examines the bases of public education and the teaching process from a theoretical and methodological viewpoint. Multiple perspectives will be employed to investigate these issues including, but not limited to, the philosophical, historical, sociological, psychological, economic, and political. Required course for Provisional Certification as a Classroom Teacher. (Spring Semester)

TH 275 Introduction to Arts Management 4 credits
An exploration of the theory and practice of arts management, with particular focus on theatre management. Extensive readings in arts management provide a foundation for further work in the field. (Spring Semester)

TH 277 Stage Management 4 credits
The fundamentals of stage management explored through readings, discussion, written exercises and appropriate hands-on experience. (Fall Semester)

TH 311 World Drama in Its Context I 4 credits
A survey of theatre and drama from the Greeks through the Renaissance, with a focus on the major periods of Western theatre and dramatic literature: the Greeks, Roman theatre and drama, Medieval theatre, Elizabethan drama, and Italian, French,

and English Neo-Classicism. In addition, a survey of Eastern classical theatre and drama with a particular emphasis on the Sanskrit theatre, the Chinese drama and the Peking Opera, and the classical theatre of Japan, including Kabuki, No, and the puppet theatre. Selected readings of plays in their historical context with particular attention paid to theatrical styles of plays and production. Combined with TH 312, this course fulfills the General Education Non-Western requirement. (Fall Semester)

TH 312 World Drama in Its Context II 4 credits
A survey of theatre and drama from the late seventeenth century to the present. The major periods of world theatre and drama, Neo-Classicism, Romanticism and Modernism will be studied with particular emphasis on Twentieth Century theatre and drama throughout the world, including Africa, Asia, the Caribbean, and Latin America. Attention will be given to the work of both women and men. Theatrical conventions, innovations and techniques developed in the Western and Non-Western theatres will be explored. Combined with TH 311, this course fulfills the General Education Non-Western requirement. (Spring Semester)

TH 313 African-American Art and Theatre 4 credits
African-American drama and theatre in Africa and America are studied from their origins in African ritual and in early Nineteenth Century America to the present. Lectures and discussions focus on traditional and modern drama and theatre, as well as significant periods of dramatic activity such as the Harlem Renaissance, the Federal Theatre Project, and the Black Arts Movement, and on representative works by major contemporary African and African-American dramatists. Fulfills the General Education US. Multiculturalism requirement. (As Needed)

TH 320 Musical Theatre Scene Study I 4 credits
This course is designed for the performer who wants to work in musical theatre. Included are scenes which start with dialogue and culminate in a song. The student deals with acting and singing problems with some attention given to movement with music. A half-hour per week of private voice work is provided, as well as ensemble vocal work and some work in dance. Required of B.F.A. students in Musical Theatre who matriculated prior to September 1998 and by audition to other students who have completed TH 224. (Fall Semester)

TH 321 Scene Study I 4 credits
Intensive scene study which builds on the first two years of voice and movement/improvisation work to ensure a personal commitment in the way a student studies and experiences the mapping of a scene through the vocabulary of intentions, actions, obstacles and objectives. The focus is on the plays of dramatic realism which lend themselves most easily to analysis by these means. Required of B.F.A. students in Acting who matriculated prior to September 1998 and by audition to other students who have completed TH 224. (Fall Semester)

TH 322 Scene Study II 4 credits

Continued intensive scene study focusing on contemporary language plays. Required of B.F.A. students who matriculated prior to September 1998 and open to students in other programs. Prerequisites: TH 321 and permission. (Spring Semester)

TH 325 B.F.A. Acting Studio I 8 credits

Intensive discovery of scene study which builds on the first two years of voice and movement/improvisation work to ensure a personal commitment in the way a student studies and experiences the mapping of a scene through the vocabulary of intentions, actions, obstacles and objectives. The initial focus is on the plays of dramatic realism which lend themselves most easily to analysis by these means. This course meets a minimum of fifteen hours per week in the studio classroom and integrates experiences in voice, movement and acting work through team teaching. Significant personal and group preparation is required outside of class time. At least four additional hours per week are protected in the schedule of all students to facilitate this important work. Open only to students in the Bachelor of Fine Arts program in Acting who have successfully completed a faculty review following TH 224. (Fall Semester)

TH 326 B.F.A. Acting Studio II 8 credits

Continuation of the intensive studio training work of TH 325 students in the B.F.A. program in Acting. This course meets a minimum of fifteen hours per week in the studio classroom and integrates experiences in voice, movement and acting work through team teaching. Significant personal and group preparation is required outside of class time. At least four additional hours per week are protected in the schedule of all students to facilitate this important work. Prerequisites: TH 325 and permission. (Spring Semester)

TH 327 B.F.A. Musical Theatre Studio I 8 Credits

Intensive discovery of scene study in the musical theatre genre. This course meets a minimum of fifteen hours per week in the studio classroom and integrates a number of complementary experiences: a private vocal lesson, ensemble vocal work, significant work in dance, and work with scenes which start with dialogue and culminate in a song. Significant personal and group preparation is required outside of class time. Some additional hours per week are protected in the schedule of all students to facilitate this important work. Open only to students in the Bachelor of Fine Arts program in Musical Theatre who have successfully completed a faculty review following TH 224. (Fall Semester)

TH 328 B.F.A. Musical Theatre Studio II 8 credits

Continuation of the intensive studio training work of TH 326 for students in the B.F.A. in Musical Theatre. This course meets a minimum of fifteen hours per week in the studio classroom and integrates a number of complimentary experiences:

a private vocal lesson, ensemble vocal work, significant work in dance, and work with scenes in the musical theatre genre. Significant personal and group preparation is required outside of class time. Some additional hours per week are protected in the schedule of all students to facilitate this important work. Prerequisites: TH 327 and permission. (Spring Semester)

TH 341 Technical Design II 4 credits
Advanced work in developing technical designs for theatrical scenery. Work will include technical drawings, time and material budgeting, safety issues, stage mechanics research and development. Students will complete class projects and work on Emerson Stage productions in supervisory positions. Students will be expected to provide appropriate materials. Prerequisite: TH 241 or permission of the instructor. (Fall Semester)

TH 342 Lighting Design II 4 credits
This course presents approaches to lighting design and poses specific design problems for the student to solve. Attention is also given to color, composition, cueing and production through presentations and discussions in class. Students will participate in department productions as assistant designers and electricians. Students are expected to provide appropriate materials as needed. Prerequisite: TH 242 or permission. (Spring Semester)

TH 345 Scene Design II 4 credits
Students apply previously learned elements of scenic design to various production spaces and styles. Projects consist of elementary plans, sketches, renderings and models prepared for proscenium, thrust, arena, and environmental staging. Students are expected to provide appropriate materials as needed. Prerequisite: TH 245 or permission of instructor. (As Needed)

TH 346 Scene Painting 4 credits
This class explores various theatrical painting techniques. Students are exposed to the applications of a variety of color media and painting surfaces used to depict natural forms, as well as architectural detail. Students are expected to supply appropriate materials as needed. Prerequisite: Permission of instructor. (As needed)

TH 347 Make-Up II: Film and Television 2 credits
A first course in the art of film and television make-up, this course includes the use of refined cosmetics and prosthetic techniques to execute character, age, and extreme stylistic character make-up. Students are expected to provide appropriate materials as needed. (As Needed)

TH 348 Costume Design II 4 credits
Students explore the costume design principles used to create a non-realistic production. Projects emphasize research techniques, color application and silhouette

distortions. Students are expected to provide appropriate materials as needed. Prerequisite: TH 248 or permission of instructor. (As Needed)

TH 350 Model Building 4 credits

Advanced projects in model building for theatrical production. Focus is on traditional techniques of construction to develop presentation skills of design concepts in stage space. Work will include execution of models for existing designs and the generation of original designs and models. Students are expected to provide appropriate materials as needed. Prerequisite: TH 240 or permission of instructor. (As Needed)

TH 381 Directing I: Fundamentals of Directing 4 credits

Major principles of play directing are studied. Through comprehensive script analysis, students become familiar with the structure of a play as a basis on which the various elements of theatre can be organized to achieve dramatic unity. Laboratory application of directing practices introduces students to the techniques employed by a director to communicate with actors and audience, including principles of composition, movement, stage business, and rhythm. Prerequisite: TH 311 or 312 or permission. (Fall and Spring Semesters)

TH 388 Playwriting 4 credits

Working from the reading and analysis of contemporary plays, from discussions of contemporary theatrical techniques, and from exercises through which the student writer gains access to personal material, the major focus of the semester will be the writing and revision of several drafts of at least one one-act play suitable for production on stage. Pieces, scenes and whole plays will be read in class and active participation in the workshop process is a required component of the course. (Fall Semester)

TH 414 Comedy, Politics and Satire 4 credits

A seminar examining comic writing as a blueprint for performances that reflect the values of the community for which they are performed. The course will begin with an overview of comedy from Aristophanes through the commedia dell'arte to modern stand-up style comedy. Students will undertake an in-depth study of a comic style, writer or performer of their choice. Course readings will be supplemented by films and videos of comic performances. Prerequisites: Senior standing; TH 311 and 312; or permission of instructor. (As Needed)

TH 420 Musical Theatre Scene Study II 4 credits

An investigation of problems of integrating voice, movement, and ensemble awareness, as well as the inter-relation of spoken text and lyrics. The course continues the work developed in TH 320. A half-hour per week of private voice is provided, along with ensemble vocal work and some work in dance. Prerequisites: TH 320 and permission. (Spring Semester)

TH 421 Advanced Acting: Special Topics 2 - 4 credits

Intensive scene study exploring specific issues of style, genre or other defined topics. Topics offered regularly include Shakespeare, the Greeks, Asian approaches to theatre and performance, and acting for video and film. May be repeated up to a total of 20 credits. Prerequisites: TH 322 or TH 420 and permission. (As Needed)

TH 425 B.F.A. Acting Studio III 8 credits

Continuation of the intensive studio training work of TH 325 and TH 326 for students in the B.F.A. program in Acting. Scene study problems move toward issues of style, with particular focus on Shakespeare but including a range of aesthetic and acting style issues. This course meets a minimum of fifteen hours per week in the studio classroom and integrates experiences in voice, movement and acting work through team teaching. Significant personal and group preparation is required outside of class time. At least four additional hours per week are protected in the schedule of all students to facilitate this important work. Prerequisites: TH 326 and permission. (Fall semester)

TH 426 B.F.A. Acting Studio IV 8 credits

Continuation of the intensive studio training work of TH 426 for students in the B.F.A. program in Acting. Beyond continued scene work, significant attention is paid to audition technique and to a thorough orientation to the profession and the business of acting. This course meets a minimum of fifteen hours per week in the studio classroom and integrates experiences in voice, movement and acting work through team teaching. Significant personal and group preparation is required outside of class time. At least four additional hours per week are protected in the schedule of all students to facilitate this important work.

TH 441 Technical Theatre Laboratory 2 or 4 credits

Varied workshops are structured to introduce students to a broad range of technical experience. The subject matter for these workshops may include:

- Scenic and costume property construction for the stage
- Design and fabrication techniques for television and film
- Exhibit and trade show design
- Advanced scene construction techniques and special effects
- Audio design for performing arts
- Advanced lighting techniques and special effects

Students are expected to provide appropriate materials as needed. Course may be repeated up to a total of 8 credits. (As Needed)

TH 442 Lighting Design III 4 credits

This course continues the study of the narrative and evocative properties of the art of lighting. Emphasis is on the comparative treatments of different theatrical applications. Students will be expected to produce both paper projects and actual lighting designs in the department's theatres, and to provide appropriate materials as needed. Prerequisites: TH 242, TH 342 or permission of instructor. (Fall Semester)

TH 447 Scene Design and Construction for Television 4 credits
Problems and techniques in designing and constructing settings for studio television production will be explored. Projects consist of color and black-and-white studies, with concern for design format, aspect ratio and multi-position viewing as depicted through the use of floor plans and perspective drawings. Students are expected to provide appropriate materials as needed. Prerequisite: Permission of instructor. (As Needed)

TH 449 History of Fashion and Decor 4 credits
This course surveys the development of styles of architecture, furniture, ornamentation, and clothing from the Egyptians through the nineteenth century, including their psychological and sociological implications. Field study to the Museum of Fine Arts, stained glass studios, and other related areas of interest may be required. Students will be asked to prepare research folios and make classroom presentations. (As Needed)

TH 460 Drama as Education I 4 credits
This course examines the philosophy behind the teaching of theatre and the use of drama as an educational tool in classroom, workshop, and production settings. Students will learn to assess the learning needs of their students, develop appropriate educational goals, and design and implement teaching strategies. There will be 40 hours of pre-practicum work including observations of area theatre and drama classes from grades pre-K through 12. This course is open to any performing arts major and others with permission of instructor. It is required for Theatre Education majors and students seeking Massachusetts Provisional Certification with Advanced Standing as a Teacher of Communication and Performing Arts. (Fall Semester)

TH 461 Drama as Education II 4 credits
In this course students delve more deeply into the philosophy and practice of teaching through drama and theatre. Forty hours of pre-practicum work with students from grades pre-K through 12 is required. Prerequisite: TH 460. Either this course or DA 498 Directed Study: Teaching Dance and Movement is required for Theatre Education majors and for students seeking Massachusetts Provisional Certification with Advanced Standing as a Teacher of Communication and Performing Arts. (Spring Semester)

TH 465 Student Teaching Practicum 4 - 12 credits
An 8- to 14-week practicum providing supervised student teaching activities at either the elementary, middle, or high school level. Students practice teaching in a school system which permits them to interact with students and teachers in their area of concentration. Working closely with the on-site cooperating practitioner,

students develop instructional units and must be engaged in 150 hours of teaching. The practicum is open only to students who have completed their education program sequence. Requirements and prerequisites may be obtained from the Theatre Education Program Director. (As Needed)

TH 468 Practicum: Educational Drama 4 credits
Practical experience in teaching drama as a subject and/or as a teaching tool is obtained. Students are required to teach a class of children or adolescents on a regular basis during the semester in area schools or recreation programs. Weekly seminars and faculty-student tutorials are required. Prerequisite: Permission of instructor. (As Needed)

TH 475 Practicum: Arts Management 4 credits
Practical experience in arts management under faculty supervision. Includes reading and writing assignments, as appropriate, for the serious arts management student. Prerequisite: TH 275 or permission of instructor. May be repeated. (As Needed)

TH 477 Practicum: Stage Management 2-4 credits
Practical experience in stage management under faculty supervision. Includes reading and writing assignments, plus group discussion, for the advanced stage manager. Prerequisite: TH 277 or permission. May be repeated. (As Needed)

TH 482 Directing II: Theory and Practice 4 credits
Extending the experiences of Directing I, this course emphasizes the application and unification of stage directing techniques and theories leading to a concept for production. Through selected scenes and projects for class presentation, students continue the exploration of materials and methods of communicating the dramatic content of a script to an audience. Prerequisite: TH 381. (Spring Semester)

TH 484 Directing the Musical Play 4 credits
The exploration of the conceptual and structural material pertinent to the musical play form with emphasis on developing skills in the staging of the materials through the coordination of music, lyrics, and dialogue. Each student will be required to stage scenes from musicals for class demonstration. Selected students will be assigned to stage mini-musicals for public presentation. Prerequisite: Permission of instructor. (Fall Semester)

TH 503 Topics in American Theatre and Drama 4 credits
Thorough examination of topics in the development of American Theatre and Drama. Topics may include the history of American theatre and drama to 1900, modern American theatre and drama, and contemporary American playwrights. Prerequisite: Senior standing; TH 311 and 312. (As Needed)

TH 504 Development of the American Musical 4 credits
The development of American musical theatre from the early minstrel shows to the works of Stephen Sondheim is studied with a critical examination of representative musicals. Slides and recordings of Broadway productions will supplement the lectures. Prerequisite: Senior standing; TH 311 and 312.
(Spring Semester)

TH 562 Theatre for Young Audiences 4 credits
Students are introduced to the scope, purposes, and history of theatre experiences for children and adolescents. Topics include play reading and analysis, the examination of formal and participatory theatre and theatre-in-education techniques. Prerequisite: Senior standing or permission of instructor. (As Needed)

TH 589 Playwriting Workshop 4 credits
The workshop will provide students the opportunity to write, workshop and revise at least one substantial piece of dramatic writing - more than one hour's playing time in length - suitable for the theatre. Advanced theatrical and dramaturgical techniques will be discussed and plays illustrating those techniques will be read. Writers will also explore exercises designed to generate ideas, develop technique and help solve problems. Writing for production will be a central focus of the course, and students are urged to work toward realizing full performance of their plays. Prerequisite: TH 388 and senior standing or permission of instructor. (Spring Semester)

DEPARTMENT OF VISUAL AND MEDIA ARTS

Professors Brigham, Cooper and Hilliard; Associate Professors Andrade-Watkins, Fry, O'Neill, Roberts-Breslin, Sabal (Chair), *Selig, Shattuc, Shaw, and Shipps; Assistant Professors Dalby, Jacobs, Kingdon, Lane, Millington, Schaefer, Scott, Sheldon, Stawarz and Wang.*

MISSION

Recognizing that the visual and media arts are powerful forces affecting the minds, emotions, and behavior of humankind, the Department of Visual and Media Arts educates students to become informed and ethical leaders, develops creative and aesthetically disciplined practitioners, and encourages learning based on all areas of thought and concern for society. Further, the Visual and Media Arts faculty is dedicated to including the cultural and historical perspectives of many cultures and nations regarding their experiences with the media.

The departmental program is a major curricular component within the interdisciplinary communication education provided by Emerson College. The program stresses the importance of broad-based learning and emphasizes that practitioners in any field of knowledge must utilize the media in an intelligent and ethical manner.

While learning how to present ideas and tell stories—either creatively through media productions, or organizationally through the management of such productions—students are exposed to a balance of theory and practice. Students should first understand the social and cultural implications of the visual and media arts, so that in working within them they develop an understanding of those principles that lead to reasoned and humane outcomes. The traditional tools of academic preparation, such as research and analysis, are integral to the Visual and Media

Arts program. These are augmented by new research tools and new media technologies.

The faculty of the Department of Visual and Media Arts is committed to the following goals:

- to provide a core curriculum that exposes all students to the basic history, theory, and practice of the visual and media arts (film, television and video, radio and audio, new media, and photography and the fine arts).

- To provide students the opportunity to develop hands-on production skills in the media arts, and to achieve aesthetic and technical proficiency, empowering them to make sophisticated and appropriate choices in the creation of media art.

- To develop students' understanding of scholarship in the visual and media arts and how such scholarship may inform their careers.

- To relate students' media concentrations to fields of knowledge from the liberal arts, enabling them to understand the impact of the visual and media arts on an increasingly global society and therefore to apply their professional competencies with humanistic understanding and concern.

- To encourage students to view their specialization in the visual and media arts in the context of other fields of study by advising them to take relevant courses in the arts and humanities, social sciences, theater, communication studies, business, creative writing, and the sciences.

PROGRAMS

The Department of Visual and Media Arts offers a curriculum designed to prepare students for the goals described above as well as to focus on careers in the media arts or graduate studies. Graduates of the program will be prepared for employment in a variety of positions in the media arts.

The Department offers two tracks within its Bachelor of Arts (B.A.) curriculum: Media Production and Media Studies. There are various concentrations within the Media Production track: television/video, audio, new media, and film. In Media Studies, students may concentrate on the scholarly study of the media arts.

Students might also choose to pursue a Bachelor of Fine Arts degree (B.F.A.), a more concentrated curriculum in media production. Students are encouraged to combine elements of study from several areas offered by the department in order to broaden their knowledge and adaptability for future professional work or academic careers.

The following degree requirements pertain to the Bachelor of Arts major in Media Arts. Students should remain in contact with the department and their advisor for information pertaining to requirements and course offerings. (Candidates for the Bachelor of Fine Arts degree should refer to the description of additional B.F.A. requirements in subsequent pages.)

BACHELOR OF ARTS IN VISUAL AND MEDIA ARTS

The Bachelor of Arts (B.A.) degree in Media Arts offers the student a broad theoretical and practical introduction to the media in the first three or four semesters, and then in-depth study focused on the student's interests and career goals. Forty-four credits in the Department of Visual and Media Arts are required for the B.A. degree (the B.F.A. degree requires sixty-four credits).

1. At least twenty of the Visual and Media Arts credits which count toward meeting the major requirement must be taken at Emerson College.

2. The following core courses are required of all students:
   - MA 100 History and Analysis of Media Arts I
   - MA 101 History and Analysis of Media Arts II
   - MA 202 Introduction to Media Production
   - MA 230 Writing for the Media; MA 232 Film Writing and Design; or
   - MA 234 Writing and Visualization for Video
   - MA 360 Media Criticism and Theory

3. All students must take at least one production course at the 300-level. Students who have chosen the Media Production track must take at least one additional production course at the 400-level in their concentration.

4. All students must take at least two 400-level or 500-level courses in media studies, one of which must be listed as a Seminar. Seminars are lower enrollment courses structured around student research and presentations.

5. Although students may take more than one internship, no more than four credits of internship or eight credits combined of internship, directed study, or directed projects may count towards the major in Visual and Media Arts.

6. No more than one course in which a student earns a 'D' may be counted toward the major requirements (although it may be counted toward the student's 128 credits required for graduation).

7. Transfer course equivalents are determined by the Chair or his/her designee.

MEDIA STUDIES TRACK

The Media Studies Track is designed for students whose focus is the scholarly study of the media arts, especially those students desiring preparation for careers in media criticism, publishing, and industry research, or for advanced studies in the media arts or the law. Beyond the core curriculum, students are required to complete at least four advanced media studies courses at the 500-level.

MEDIA PRODUCTION TRACK

The Media Production Track is designed to allow students to specialize in a particular medium—audio/radio, film, television/video, or new media. All students in the media production track are required to take at least one production course at the 400-level. Students should expect to incur additional costs in fulfilling production course assignments.

The Audio-Radio Concentration offers students a program designed to provide both a practical and theoretical foundation in the areas of radio, sound recording, and audio for various media. The curriculum is broad in scope, reflecting the diverse opportunities available. All students in this concentration are required to take the basic audio production course and then can specialize in production, management, or theory. Students are encouraged to construct a program that serves their career needs and their interests. Additionally, students are encouraged to involve themselves with the College's two radio stations, WERS and WECB, as well as Live Music Workshops.

The Film Concentration offers students the opportunity to develop their knowledge and experience in the creative process of filmmaking, encouraging commitment to independence and social responsibility. After completing departmental core courses, students will take a sequence of classes that will introduce them to basic 16mm film production, with the further development of these skills in intermediate and advanced courses in synchronous sound film production. These courses will expose students to the many possibilities of filmmaking, including fiction, documentary, and experimental work. Students also have additional production opportunities in undergraduate co-curricular activities sponsored by the Film Arts Society and Frames Per Second.

The New Media Concentration is designed to provide students with the theory of and hands-on experience in new media, and to educate students for a variety of careers in new media—interactive technologies and methods of communication such as CD-ROM, the Internet, and the World Wide Web; computer animation, digital imaging; content development and writing for new media; and computer programming. Students will incorporate course work in the visual and media arts as a foundation for their chosen sequence of new media courses. In addition to the departmental requirements, students must take MA 362 Studies in Digital Media and Culture. Elective course work in the New Media Concentration can be chosen from advanced visual and media arts courses in film, television, video, audio, and photography, as well as other new media courses.

The Television/Video Concentration provides students with the theoretical understanding and hands-on experience to prepare them for careers in television, video production, and other media. Students proceed through a sequence of courses that advance their expertise in production and encourage creative expression and critical analysis. Students are encouraged to take related courses in new media, audio, film, media management, and business communication. Students may also gain practical experience by working with Emerson Independent Video (EIV), the student-staffed television station; with the Emerson Chapter of the National Broadcasting Society, Alpha Epsilon Rho; and with professionals in the field through internship experiences.

BACHELOR OF FINE ARTS IN MEDIA PRODUCTION

The Bachelor of Fine Arts (B.F.A.) degree offers the student a more in-depth study of media production, with an independent media project completed in the student's senior year. The B.F.A. requires 64 credits in the Media Arts. The B.F.A. Program is divided into four concentrations: film, video, audio and new media. Beyond the course requirements for the B.A. degree, the following requirements pertain to the B.F.A. degree.

1. The following core courses are required of all students:
    - MA 100 History and Analysis of Media Arts I
    - MA 101 History and Analysis of Media Arts II
    - MA 202 Introduction to Media Production
    - MA 230 Writing for the Media; MA 232 Film Writing and Design; or
    - MA 234 Writing and Visualization for Video
    - MA 360 Media Criticism and Theory

2. Students must complete at least two 400-level or 500-level courses in media studies, one of which must be listed as a Seminar.

3. Students must complete the one to two required production courses in their concentration prior to completing further concentration requirements as specified in the following:

    Students planning a final film project must complete:
    - MA 320 Dramatic Screenwriting
    - MA 450 Film Production Workshop

    Students planning a final video project must complete:
    - MA 455 Advanced Video and Post-Production Skills
      and either:
    - MA 457 Topics in Video Directing, or
    - MA 515 Producing for Television and Non-Broadcast Media

Students planning a final audio project must complete:

- MA 361 Critical Listening

  and either:
- MA 413 Field Recording, or
- MA 414 Radio Production, or
- MA 415 Studio Recording, or
- MA 416 Sound for Film and Video, or
- MA 417 Audio for New Media

  and either:
- MA 510 Advanced Studio Recording, or
- MA 513 Radio Drama, Documentary, and Audio Book Production

Students planning a final new media project must complete:

- MA 470 New Media Production III

  and either:
- MA 307 Video Field Production, or
- MA 308 Studio Television Production

  and either:
- MA 478 Graphic Design for Interactive Media, or
- MA 480 Programming for New Media

4. Students must be accepted into practicum courses following submission of a portfolio of work. Students must complete two semesters of practicum their senior year, during which time they must produce individually or jointly an independent media project.

5. In addition to the requirements listed above, students must complete the remainder of their 64 credits from the following:
   - MA 307 Video Field Production
   - MA 308 Studio Television Production
   - MA 318 Computer Animation 1
   - MA 407 Topics in Visual and Media Arts: Practice
   - MA 413 Field Recording
   - MA 414 Radio Production
   - MA 415 Studio Recording
   - MA 416 Sound for Film and Video
   - MA 417 Audio for New Media
   - MA 418 Computer Animation 2
   - MA 420 New Media Production II
   - MA 455 Advanced Video and Post-Production Skills
   - MA 457 Topics in Video Directing
   - MA 470 New Media Production III
   - MA 473 Animation Workshop

- VA 475 Documentary Photography
- VA 476 Digital Imaging and Photography
- MA 478 Graphic Design for Interactive Media
- MA 480 Programming for New Media
- MA 507 Topics in Visual and Media Arts: Practice
- MA 510 Advanced Studio Recording
- MA 512 The Business of Independent Production
- MA 513 Radio Drama, Documentary, and Audio Book Production
- MA 515 Producing for Television and Non-Broadcast Media

Students should note that the B.F.A. Program leaves limited opportunity for electives. It is strongly advised that students consult with the B.F.A. Program Advisor for detailed information on the required and elective course work for the B.F.A. degree, as all courses are not offered every semester. Extra costs might be involved in realizing a student's practicum project.

Students desiring admission to the B.F.A. Program must make formal application through the B.F.A. Program Advisor after their first-level production course in their concentration. Students will be judged on their performance in classes and a portfolio of work containing production projects and proposal ideas. Preference for admission to and continuation in the B.F.A. Program will be given to students who maintain at least a 3.0 grade point average. Students applying to the B.F.A. Program must have a minimum grade point average of 2.8, and must maintain at least a 2.8 grade point average to continue.

MINOR PROGRAMS

Photography Minor. This minor provides a strong foundation in a specific visual medium. Course work covers such fundamentals as frame, time, tonality, and content, with subsequent darkroom experience providing an understanding of exposure, lighting and printing. A constant process of critique and reconstruction will attempt to insure technical and aesthetic growth demonstrating artistic coherence and clarity of thought. Throughout, photographic modes, forms and functions will be reflected in a historical context. Successful completion of the following three courses is required:

- VA 221 Photography I
- VA 222 Photography II
- VA 307 History of Photography

In addition, students must successfully complete at least one course from the following:

- VA 475 Documentary Photography
- VA 476 Digital Imaging for Photographers
- VA 492 Photo Practicum: Portfolio
- MA 315 New Media Production I

Visual Studies and the Arts. This minor provides the student with a deeper understanding of the visual and media arts than that offered by the General Education requirements alone. One survey course in traditional art history and one course in theory are required in order to provide chronological and conceptual bases for that understanding. Electives that explore various thematic and analytical approaches, specific historical approaches and a variety of media provide opportunities to approach visual materials in both limited and generalized contexts.

A minor will consist of 16 credits, in addition to the General Education Requirement in the Arts, chosen from the following courses:

Historical Surveys (choose at least one):

• VA 201	History of Art I: Ancient and Medieval
• VA 202	History of Art II: Renaissance and Baroque
• VA 203	History of Art III: Modern
• VA 204	History of Art IV: Post World War II

Theory Courses (choose at least one):

• VA 231	The Artist and the Making of Meaning
• VA 350	A Skeptical History of Western "Art"

Electives: Two other courses in the Visual Arts (excluding studio courses) or in Film Studies, one of which must be a 300-level seminar or a 400-level or 500-level course.

Class Enrollment Policy. Any student enrolled in a course in the Department of Visual and Media Arts who does not attend class during the first four class hours—and who has not made prior arrangements with the instructor—may be dropped from the class to make room for students on a waiting list for the course. This action can take place, at the instructor's discretion, regardless of any prior registration of the student for the course in question. Students dropped from a class for this reason will be re-admitted only with the approval of the course instructor, and if there is still room for an additional student in the class.

Intradepartmental Transfer Policy. Any student in the College wishing to transfer into the Visual and Media Arts department or change from one concentration to another within Visual and Media Arts must have the approval of the Department Chair.

MEDIA ARTS COURSES

MA 100 History and Analysis of Media Arts I 4 credits

The first of a two-semester course exploring the historical development of the media arts. This course will focus on the development of the film and broadcasting industries until 1950, including the organization, operation, and management of media organizations. The course will investigate the relationship between economics, industrial history, and social and political systems, and the styles and techniques of specific films and broadcast programs. Special attention is given to the diversity of styles of presentation in the media.

MA 101 History and Analysis of Media Arts II 4 credits
The second of a two-semester course exploring the historical development of the media arts. This course will focus on the continuing development of the film and broadcasting industries after 1950, as well as the development of video and digital technologies, including the organization, operation, and management of media organizations. The course will investigate the relationship between economics, industrial history, and social and political systems, and the styles and techniques of specific films and videos, broadcast programs, and new media. Prerequisite: MA 100.

MA 202 Introduction to Media Production 4 credits
This course combines lectures with hands-on workshops. It examines the relationships among photography, graphics, audio, film, video, and new media within the context of cross-media concepts, theories, and applications. The course traces the creative process from initial conception and writing through production and post-production. Students will proceed through a series of exercises that will lead to completion of a final project which establishes a foundation for advanced production course work. Prerequisite: MA 100.

MA 230 Writing for the Media 4 credits
The study and practice of writing for film, television/video, audio/radio, and new media. Basic writing formats and the conventions of writing for each medium will be explored. Prerequisite: MA 100.

MA 232 Film Writing and Design 4 credits
An introduction to film writing and structure from conception through editing with particular concentration on the short film, both fiction and non-fiction. Exercises include preparation of short stories, treatments, proposals and story boards. Prerequisites: MA 100 or permission of instructor.

MA 234 Writing and Visualization for Video 4 credits
The study and practice of writing and visual design for broadcast and cable television as well as corporate, educational and experimental video. Students will gain an in-depth knowledge of proposals, formats, rundowns, story boards and treatments, as well as pilots and spec scripts for sitcoms, documentaries and television dramas. Emphasis is on writing skills. Prerequisites: MA 100 or permission of instructor.

MA 301 Film Production I 4 credits
An introductory level course in the basics of non-synchronous 16mm filmmaking, including basic camera operation, principles of cinematography and lighting, b&w film stock information, introduction to non-sync sound recording and transfers, and picture and sound editing. Prerequisite: MA 202 and MA 232.

MA 307 Video Field Production 4 credits
Through lectures and hands-on projects, students learn the equipment and techniques used in single-camera field production and post-production. Students write and produce a variety of projects which are edited in digital non-linear mode and then downloaded to tape for review in class. Prerequisite: MA 202 and MA 230 or 234.

MA 308 Studio Television Production 4 credits
Through lectures and hands-on laboratories, students learn the principles of pre-production, production, and post-production for the studio and control room procedures. Students prepare their own productions, from concept to completion. Each project is shot multicamera, live-on-tape, in the studio. Prerequisite: MA 202 and MA 230 or 234.

MA 310 Audio Production I 4 credits
An introduction to the theory and practice of audio production. Students will learn the basics of sound, acoustics, and the principles and equipment involved in analog and digital production, recording, and editing. Prerequisite: MA 202 or MA 230.

MA 315 New Media Production I 4 credits
An introduction to the theory and practice of new media production with equal emphasis on learning the computer applications and being creative within the field. Areas include 2-D painting and photographic computer graphics, digital editing for new media, 3-D computer animation, and interactive programming applications for multimedia/new media including the Web/Internet. Prerequisite: MA 202 and MA 230 or MA 232 or MA 234.

MA 317 Film Animation 4 credits
An introduction to film animation in which short animated exercises and individual sequences are located within a survey of the evolution of animation both as an art form and a commercial product. A range of media will be employed, allowing the student to explore and develop ideas and skills in producing 16mm animated sequences employing sound if required. Students are expected to complete a final individual project. Prerequisite: MA 301.

MA 318 Computer Animation 1 4 credits
This first course in the computer animation curriculum introduces the fundamentals for 3-D visualization in anticipation of the second course in animation techniques. Students will gain basic literacy with software such as Softimage or Alias Maya, the UNIX operating system, 3-D concepts (solid geometry, curves and surfaces, lighting and textures) and visualization methods for bringing conceptual ideas to fruition as a final fully developed project. Prerequisite: MA 315 or permission of instructor.

MA 320 Dramatic Screenwriting 4 credits
Writing for motion pictures, with emphasis on the fiction film. Preparation of treatments and master scene scripts. Prerequisite: MA 202 and MA 232.

MA 323 Performance for Radio 4 credits
The development of effective performance and the training of the critical ear. Emphasis is on the structure and delivery of messages for the auditory media. Students will work on various presentations, including narrative, interview, news, music, and imaginative and creative copy for performance. Prerequisites: MA 202 and MA 230 or MA 232 or MA 234.

MA 324 Performance for Television 4 credits
This course combines performance as an expression of personality and production. "On camera" assignments include public service announcements, editorials, interviews, commercials, and other forms of studio presentation. Class members also receive instruction in basic studio operations. Copies of "on camera" assignments can be used as part of students' resume reels. Prerequisites: MA 202 and MA 234.

MA 344 Frames Per Second 1 non-tuition credit
Credit for Frames Per Second officers, producers, directors, and participants in workshops and other activities. Credit is awarded after term-end evaluation by the instructor. May be repeated for up to four credits for any combination of MA 344, MA 345, MA 346, MA 347, and MA 348. Course is offered pass/fail. Does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

MA 345 WERS (FM)/WECB (AM) Laboratory 1 non-tuition credit
Credit for specified assignments in the College radio stations is awarded after term-end evaluation by the instructor. May be repeated for up to four credits for any combination of MA 344, MA 345, MA 346, MA 347, and MA 348. Course is offered Pass/Fail. Does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

MA 346 National Broadcasting Society/AERho 1 non-tuition credit
Credit for officers, producers, and those who have demonstrated sustained participation. Credit is awarded at the end of semester after evaluation by the instructor. NBS is a national organization bridging the gap between student and professional, supporting student work in all areas of television, radio, and film. Student ideas at all levels are welcome. AERho is the Honors Level of NBS, which is available to seniors with a high grade point average. May be repeated for up to four credits for any combination of MA 344, MA 345, MA 346, MA 347, or MA 348. Course is offered pass/fail. Does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

MA 347 Film Arts Society 1 non-tuition credit
Credit for active participants in the Emerson Film Arts Society. Credit is awarded after term-end evaluation by the instructor. May be repeated for up to four credits for any combination of MA 344, MA 345, MA 346, MA 347, and MA 348. Course is offered Pass/Fail. Does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

MA 348 Emerson Independent Video Laboratory 1 non-tuition credit
Credit for active participants in Emerson Independent Video. Credit is awarded after term-end evaluation by the instructor. May be repeated for up to four credits for any combination of MA 344, MA 345, MA 346, MA 347, and MA 348. Course is offered Pass/Fail. Does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

MA 349 Hollywood Field Study 4 credits
This course provides an opportunity to learn how Hollywood really works. During two weeks in Los Angeles, students will meet with writers, producers, directors, actors, agents, entertainment lawyers, and others who can provide a look at the inner workings of the film and television industries. Students will take part in panel discussions, interviews, and behind-the-scenes visits to the sets of sitcoms, soap operas, dramatic series, and films. Prior to arrival in Los Angeles students must prepare a synopsis from a selection of books dealing with prime-time television, and must submit a report at the end of the course on an "Observation Day" in some area of interest. Prerequisites: junior or senior standing, MA 202, and permission of instructor. (Offered January of each year, between Semesters)

MA 360 Media Criticism and Theory 4 credits
This course explores theoretical and critical approaches to the study of photography, film, video, audio, and digital culture. Theories and methods in this course will examine issues relating to production and authorship in the media arts, audience reception and effects, political ideology, ethics, aesthetics, cultural diversity, and schools of thought within the liberal arts. Extensive critical writing and reading in media criticism and theory. Prerequisites: MA 101.

MA 361 Critical Listening 4 credits
A study of the psychoacoustic perception and analysis of classical and contemporary use of sound in the media. Students will identify and define acoustic variables, comparing past and present recordings in all media. Prerequisite: MA 202 or permission of instructor.

MA 362 Studies in Digital Media and Culture 4 credits
The emerging digital technologies are changing all aspects of communications and the control and creation of the resulting new media. This course will examine the dramatic shift in meaning and processes of contemporary communication by examining the social, artistic, economic, and political implications of using and implementing digital ways of working. Topics include the Internet and the Web, cyberspace and censorship, history of the technologies and new media, games, digital film and video, multimedia and interactivity, virtual reality, person-machine interfaces, and globalization considerations. Prerequisite: MA 360.

MA 401 Film Production II 4 credits
An intermediate level 16mm film production class designed to introduce students to the technical, conceptual, and procedural skills necessary to successfully complete

a short double-system sync-sound film. Students will be introduced to pre-production, production, and post-production procedures and techniques, and will receive detailed hands-on instruction in the operation of sync-sound motion picture production and post-production equipment. Prerequisite: MA 301.

MA 405 Topics in Visual and Media Arts: Studies 4 credits
Topics will explore various aspects of visual and media arts history, theory, and criticism. Prerequisite: MA 360 or permission of instructor.

MA 407 Topics in Visual and Media Arts: Practice 4 credits
Topics will explore various aspects of visual and media arts practice. Prerequisite: will varty depending on course topic.

MA 413 Field Recording 4 credits
This course will provide a look at the tools, practices, and principles of non-studio recording. Combining hands-on experience with theoretical knowledge, students will learn how to capture sound in a variety of environments for both creative and journalistic ends. Prerequisite: MA 310.

MA 414 Radio Production 4 credits
This course examines the characteristics of the medium as well as the skills and techniques necessary to work in contemporary commercial and non-commercial radio production. Students will learn current industry practices in news, commercial, continuity, and feature program production. Prerequisite: MA 310.

MA 415 Studio Recording 4 credits
Students will learn to work with the principle tools of the professional audio production studio. Using multi track recording and sound processing equipment, students learn the essentials of studio recording and discover how they can be used for creative productions. Prerequisite: MA 310.

MA 416 Sound for Film and Video 4 credits
Places professional audio recording and processing methods within the context of video and film production. Topics include: multi track recording and sound layering; editing and basic post-production; time code and synchronization (film sync, SMPTE time code, frame rates, interlock systems); the stages of audio post-production; audio sweetening; and sound effects. Prerequisite: MA 310.

MA 417 Audio for New Media 4 credits
Starting with basic understandings of audio and new media productions, students will focus on the challenge of getting good sound optimized for the many different modes of new media distribution. Besides multitrack recording, topics will include: disk recording; data rates and applications; processing for compression and effect; the advantages and disadvantages of various forms of disk and telecom distribution techniques. Prerequisite: MA 310.

MA 418 Computer Animation 2 4 credits

This second semester course will focus on animation techniques and processes in developing a final animation short. Students will begin with an idea and carefully develop the story as the basis for their individual animation projects. Cross-disciplinary exploration is encouraged. Techniques such as path animation, curve, and shape deformation, constraint modeling, inverse kinematics, and dynamics will be covered. A short review of particle systems will also be considered. The software platforms available are Softimage and Alias Maya. Prerequisite: MA 318 or permission of instructor.

MA 420 New Media Production II 4 credits

Student will design, develop, and produce a stand-alone multimedia/new media project and a Web site. Authoring and limited programming for each format, Director and HTML respectively, will be taught along with new media aesthetics, different kinds of new media productions, technical specifics of digital media, and advanced digital imaging and production. The design process for new media covers concept development through scripting, interface parameters, content production, and the final integration of the media elements in release form. Prerequisite: MA 315.

MA 421 Seminar in Media Arts Topics 4 Credits

Functioning as a capstone studies experience, this course will examine various topics in media arts. Students will be expected to study various issues in the media in seminar fashion. Topics will vary from section to section. Prerequisite: MA 360 and senior standing.

MA 426 Radio Programming 4 credits

This course focuses on how to program a radio station in today's competitive media environment. Topics include basic principles of radio programming, positioning against the competition, selecting and leading an air staff, music, news, and talk programming. Prerequisite: MA 310.

MA 427 Marketing and Promotion for Radio and Audio 4 credits

This course explores the techniques, methods, goals, and ethics of successful promotions, including the components of an effective promotions team. The course includes the planning, coordination, and implementation of a promotion campaign. Prerequisite: permission of instructor.

MA 450 Film Production Workshop 4 credits

An advanced-level course with an emphasis on how to work as a production team, involving a more thorough investigation of the filmmaking process, from conception to completion. Students will be provided with instruction and assistance in the pre-production, production, and post-production of team-produced short films. Prerequisite: MA 401.

MA 455 Advanced Video and Post-Production Skills 4 credits

Students will concentrate on improving their skills in videography, lighting, nonlinear editing, effects, and audio mixing through a series of hands-on exercises and the execution of a group final production. Prerequisites: MA 307 and MA 308.

MA 457 Video Directing 4 credits
This course covers both single and multi-camera shooting (studio and field production). The objective is to draw together directing skills acquired in other courses, refine them, and apply them to a variety of genres, including current affairs, documentary/education, and drama. Lectures and hands-on production sessions will explore the production phases with a particular emphasis on planning, shooting scripts, and visualization. Students will be required to direct a studio production as well as a short single-camera project. Prerequisites: MA 307 and MA 308.

MA 470 New Media Production III 4 credits
Students produce a fully developed multimedia project, either an interactive CD-ROM or a Web site. The production process will be concept and treatment, content development, script, budget, interface design and production, content production, integration of elements, and final release form. Prerequisite: MA 420.

MA 472 Screenwriting Workshop 4 credits
Working from detailed outlines developed in Dramatic Screenwriting, this course will take students through to the completion of a polish of a first draft, feature-length screenplay. In addition to writing their own scripts, students will read the material written by each member of the class, write a detailed critical analysis of each segment, and engage in discussion of aesthetics, craft and form. Prerequisite: MA 320.

MA 473 Animation Workshop 4 credits
Two complementary approaches to advanced work in animation are provided. Students may produce work in either digital or film formats. A combination of both approaches is possible. Screenings and study of important examples of independent animation will inform the choice and development of student projects. Prerequisites: MA 317 or MA 318.

MA 478 Graphic Design for Interactive Media 4 credits
Fundamentals and aesthetic considerations of design composition (text, image, graphics, motion) and production for interactive media. The course includes the study of and exercises in design and layout for the screen; visual communication of ideas and concepts in a non-textual context; screen elements for new media, such as buttons, type, color, and virtual environments; file formats; and digital media considerations and information flow/sequencing and design. Prerequisite: MA 315.

MA 480 Programming for New Media 4 credits
Intermediate to advanced programming for new media productions in their respective authoring languages. The course will include Macromedia Director and other appropriate applications for interactive CD-ROM, and HTML and Java scripting for Web page development. Prerequisite: MA 420.

MA 483 Media Sales 4 credits
This course focuses on the media business from a sales perspective. Discussions and lectures cover the selling of radio, television, cable, new media, magazines, and newspapers; how ratings affect sales; and the impact of the economy on total available advertising dollars. Prerequisites: MA 202.

MA 487 WECB (AM)/WERS (FM) Management 4 credits
This course is available only to students appointed to manage either WECB or WERS. Includes critiques and discussions of, and practical solutions to, problems in management. Student managers must take this course each semester they are in a management position. Prerequisite: nomination to the position to student station manager.

MA 490 Media Arts Practicum 4 or 8 credits
This is the capstone activity for B.F.A. candidates in media arts. The student will take a major project from pre-production to completion. For B.F.A. students, this course requires two consecutive semesters of work, four credits per semester. Non-B.F.A. students may apply for entrance into this course to serve as a crew member or staff on another student's practicum project, or to produce a short one-semester project. Non-B.F.A. students may not enroll for more than four credits. All students must submit portfolios, transcripts, and practicum proposals at the designated deadline; admission is selective. Prerequisite: faculty committee approval of proposed project; other prerequisite courses may be determined in consultation with the Chair or his/her designee.

MA 497 Directed Project 2 to 4 credits
Special learning opportunities designed to allow a student to work closely with a faculty member on a creative project not realizable through existing courses. The College cannot guarantee logistical support for such projects, and equipment and facilities may need to be procured at the student's expense. No more than eight credits of any combination of directed projects (MA 497), directed studies (MA 498), and Internship (MA 499) may be counted toward the major. Prerequisites: satisfactory completion of appropriate production course(s), to be determined by the faculty member in consultation with the department chair; permission of instructor and department chair.

MA 498 Directed Study 2 to 4 credits
Special learning opportunities designed to allow a student to work closely with a faculty member on a scholarly project not realizable through existing courses. No more than eight credits of any combination of directed projects (MA 497), directed studies (MA 498), and Internship (MA 499) may be counted toward the major. Prerequisites: MA 360; permission of instructor and department chair.

MA 499 Internship 4 credits
Students work in organizations such as a broadcast station, film and video production company, sound lab, or in educational or corporate media under the direct supervision of an approved, full-time employee and an assigned faculty member. No more than eight credits of any combination of directed projects (MA 497), directed studies (MA 498), and Internship (MA 499) may be counted toward the major. No more than four credits of internship may be counted toward the major. Although internships are normally taken for four credits, students may petition to take MA 499 for less than four credits, but will be expected to work 16 hours per week throughout the semester, regardless of the number of credits taken. Prerequisite: junior standing, a grade point average of 2.7 or above, and permission of instructor. The various sections of MA 499 have specific prerequisites, most of which pertain to completion of the appropriate second-level production course; students should obtain details from the internship coordinator. Course is offered Pass/Fail.

{Admission to all 500-level courses, unless otherwise noted, requires the student to have completed at least 16 credit hours in the Visual and Media Arts. Additional prerequisites are listed below for specific courses. Courses at the 500-level may not be taken by any student who has completed fewer than 80 credits.}

MA 505 Topics in Visual and Media Arts: Studies 4 credits
Topics will explore various aspects of visual and media arts history, theory and criticism. Prerequisite: MA 360 or permission of instructor.

MA 507 Topics in Visual and Media Arts: Practice 4 Credits
Topics will explore various aspects of visual and media arts practice. Prerequisite: will vary depending on course topic.

MA 508 Directing Actors for the Screen 4 credits
Students develop skills in directing actors in dramatic performances for video and film. Building on a foundation of fundamental video and film skills, students will learn how to plan and direct narrative sequences. Students will be taken step by step through the directing process with a particular emphasis on research and visualization. Prerequisite: MA 401 or MA 455.

MA 510 Advanced Studio Recording 4 credits
The theoretical and technical applications of outboard signal processing, advanced multi-track theory and practice, and digital sound editing will be explored. Students will work on individual and group projects integrating musical applications of differing styles, lengths and levels of complexity. Prerequisite: MA 310 and MA 415.

MA 512 The Business of Independent Production 4 credits
Business, legal, and financial aspects of independent film and video production, including contracts, copyright, taxes, budgeting, distribution, and exhibition. This course investigates pre-production, production, and post-production business issues faced by the independent producer. Prerequisite: MA 401 or MA 307 or MA 308.

MA 513 Radio Drama, Documentary and Audio Book Production 4 credits

Students will conceive, research, write and produce original full-length broadcast quality productions. This course offers insights into the unique problems associated with the planning and production process of each form. Prerequisite: MA 310 and MA 413, MA 414, MA 415, MA 416, or MA 417.

MA 515 Producing for Television and Non-Broadcast Media 4 credits

Through lecture and hands-on projects, students learn the organizational and creative skills of producing in the studio and in the field. Topics include program development, pitching, budgeting, hiring, scheduling, and coordinating the production and program evaluation. Prerequisite: MA 307 and MA 308.

MA 518 Entertainment, Copyright, and Contract Law 4 credits

This course provides students with a fundamental overview of legal and business aspects of publishing, music, motion pictures, television, theater, video, and new media. It will introduce several types of intellectual property, and explore their cumulative and strategic value to owners. Topics will include contract law, financing and valuation of intellectual property, legal issues related to new media, and the regulation of advertising. Prerequisite: MA 360.

MA 520 Corporate Media 4 credits

Introduction to the private corporate and organizational media, including services provided by media departments in businesses, educational institutions, libraries, medical facilities, museums, and government departments. The skills involved in establishing a corporate media department and in preparing corporate media materials, both audio-visual and print, are clarified.

MA 524 Radio as a Business 4 credits

A non-production course dealing with all aspects of business including ownership, engineering, programming, accounting, law, promotion, personnel, sales, and the role of the advertiser. Prerequisite: MA 202.

MA 525 Recording Industry as a Business 4 credits

Students will explore the ways sound entertainment and information products are developed, produced, and marketed. In-depth examination of market analysis principles and legal requirements and structure, including licensing agreements, contracts, and copyright, will take place along with the examination of revenue issues such as royalties, record sales, product endorsements, and cost-centered issues such as promotion, advertising, and touring. Prerequisite: MA 202.

MA 526 Analysis of Media Management 4 credits

An examination of the organization and business operations and management of media companies in television, radio, cable, print, and the Internet. Both for profit and non-profit organizations are analyzed. The student studies the relationship between the production and purchase processes and the requirements for profitability. Personnel management, planning and financial strategies are studied, particularly as they relate to legal, consumer, and political policies and considerations. Prerequisite: MA 360 or equivalent.

MA 530 Communication Law and National Policy 4 credits
An analysis of law and policy that affect all forms of communication, including newspapers, radio, television, cable, film, visual arts, and cyberspace, with an emphasis on statute law, case law and regulatory law. Topics include first amendment freedoms, prior restraint, libel and slander, indecency and obscenity, copyright, fair trial/free press issues, confidential sources, and advertising. Students will conduct mock trials and prepare legal and regulatory documents on key issues. Prerequisite: MA 101 or permission of instructor.

MA 531 Telecommunications Control and Regulation 4 credits
Influences of government, industry, sponsors, consumers and pressure groups on radio, television, cable, cyberspace and other telecommunication systems. Emphasis will be on FCC rule-making and Congressional law-making Prerequisite: MA 101 or permission of instructor.

MA 533 Comparative World Communication Systems 4 credits
A comparative study of telecommunication systems throughout the world, including industrialized, developing, and indigenous nations. All continents and regions will be examined: North America, South America, Asia, Africa, Europe, and Oceania. Individual countries and their relationships to their regions, continents, and to the rest of the world will be examined in terms of: 1) control and regulation; 2) economics and financing; 3) programming and operations; 4) content freedoms/censorship. Regional and global telecommunications organizations, associations, and institutions will also be studied. Prerequisite: MA 101 or permission of instructor.

MA 537 Public Broadcasting and Educational Telecommunications 4 credits
An investigation of the history, organization, structure, funding, programming, audience, and operations of public television and radio. Corporation for Public Broadcasting, PBS, and NPR/APR networks, regional associations, and individual stations will be studied, including field visits to stations and program sources. Instructional television systems, such as ITFS, will also be investigated. Prerequisite: MA 101 or permission of instructor.

MA 540 Communication Ethics 4 credits
Study of the philosophical roots and modern applications of moral reasoning in the various communication media, including print, digital, broadcasting, photography, film, speech, and telecommunications technology. Theory and case studies include such topics as confidentiality, privacy, free speech, obscenity, justice, equality, defamation of reputation, abuse of power, fairness, truth in advertising, and conflict of interest. Prerequisite: MA 360.

MA 547 Aesthetics and History of the New Media 4 credits
This course investigates the past 40 years of new media. Topics and fields of study include photography, experimental and video art, installation and interactive projects, Internet projects, implications of working in digital media, theory and practice, connections to other twentieth-century media, and review of the recent criticism in the field. Prerequisite: MA 360.

MA 551 History of Documentary 4 credits
This course examines the history and theory of documentary media production, with attention to the economic, technological, ethical, and aesthetic concerns of documentarians. Prerequisite: MA 360.

MA 552 History of Experimental/Avant-Garde 4 credits
This course examines the history of the significant intellectual, political, and formal challenges to the dominant Hollywood cinema. Prerequisite: MA 360.

MA 555 Cheap Thrills: The Politics and Poetics of Low Culture 4 credits
Focusing on film, this course surveys the history of "low culture" in the United States. The unique aesthetics of B movies and exploitation films is examined in light of their intersection with sideshow, burlesque, comic books, and other forms. Theories of culture and formation of taste, issues of censorship, and fandom are explored to uncover the social and political implications of producing and consuming low culture. Prerequisite: MA 360.

MA 561 Children's Media 4 credits
Content and production approaches of major children's programming in the context of child development theories. Review of theory and research on media's impact on children's behavior, including impacts of television, music, and computers. Prerequisite: MA 360.

MA 564 Film and Television Genres 4 credits
This course will explore the practice of genre criticism in film and television through the examination of one or more film and television genres (e.g., the western, science fiction, or domestic melodrama and soap operas). Employing the principles of genre criticism, students will investigate the historical development of a genre in film and television series. Prerequisite: MA 360.

MA 566 Post-Colonial Film 4 credits
An examination of the historical, socioeconomic, and ideological contexts of film production, distribution, and exhibition of post-colonial films that explore and challenge Hollywood and Western notions of identity, narrative, history, and oral traditions. Cinemas to be considered include those from Africa, the Caribbean, Latin America, the United Kingdom, and the United States. Prerequisite: MA 360.

MA 568 Feminist Media Criticism 4 credits
An investigation of gender difference and its representation in the media. The course will focus on the analysis of conventional films and television programs as well as feminist media productions. Prerequisite: MA 360 or permission of instructor.

MA 570 Black American Independent Cinema I 4 credits
This course is designed to examine the depiction by and of African Americans in cinema from the inception of the film industry through the 1950s and the transition to television. Special emphasis is given to the historical, cultural, political, social, and economic influences that have shaped and/or determined the cinematic depictions about and by African Americans, beginning with the reconstruction era and continuing chronologically through the Harlem Renaissance, "race films," Hollywood productions of the 1940s, and concluding with the pre-civil rights era "problem films," the decline of Hollywood in general and African-American involvement in particular. Students will emerge from the class with a richly contextualized understanding of African Americans by independents and Hollywood. Prerequisite: MA 360.

MA 571 Black American Independent Cinema II 4 credits
This course begins with the resurgence of Hollywood cinema, beginning with "blaxploitation" films of the 1970s, the concomitant impact of racial turbulence, and the emergence of a new African-American independent filmmaking tradition. Landmark films and filmmakers whose work explores and challenges Hollywood and western notions of identity, narrative, history, and oral traditions will be presented, including works by women, the "L.A. Rebellion" filmmakers, and contemporary Hollywood productions about and/or by African-Americans. Prerequisite: MA 360 or permission of instructor.

MA 575 Vietnam in American Film and Television 4 credits
This course will explore the representation of Vietnam in American film and television. The focus will be on narrative and visual representation of American national identity, and specifically attempts to salvage a sense of “moral exceptionalism,” as well as the effort to invest such representations with a sense of authority and authenticity. Prerequisite: MA 360.

VISUAL ARTS COURSES

Courses in the Visual Arts offer students the opportunity to explore both the theoretical and practical sides of painting, drawing, and photography. Many Visual Arts courses at Emerson count toward the fulfillment of General Education Requirements, and two minors are offered in Visual Arts: one in photography and one in the study of the visual arts. In addition, courses in the visual arts are taught through the Pro-Arts Consortium.

VA 101 Introduction to Visual Arts 4 credits
This course is an approach to the visual language of communication shared among

all of the visual arts. The course emphasizes visual analysis, understanding of materials, the history of style and techniques, and the functions and meanings of art in its varied manifestations. Slide lectures, museum visits, readings, discussions, papers, and critiques constitute a basis upon which to develop further studies in the visual and media arts. Fulfills the Arts option of the General Education requirements.

VA 201 History of Art I: Ancient and Medieval 4 credits
A survey of the major art forms from pre-history through the Ancient Near East, Egypt, the Aegean, Greek, Etruscan, Roman, Early Christian, Byzantine, and Early Medieval periods. The course will include slide lectures and museum visits. Fulfills the Arts option of the General Education requirements.

VA 202 History of Art II: Renaissance and Baroque 4 credits
A survey of the major art forms from late Medieval Europe through the Italian Renaissance, Northern Renaissance, Baroque, and Rococo of the seventeenth and eighteenth centuries, England and America in the eighteenth century, and the movements leading to the mid-nineteenth century development of Realism. The course will include slide lectures and museum visits. Fulfills the Arts option of the General Education requirements.

VA 203 History of Art III: Modern 4 credits
A history of Modern Art beginning with French Realism of the 1860s, proceeding through Impressionism and Post-Impressionism of the following three decades, and culminating in the dramatic polarities of Expressionism and Cubism in the first two decades of the twentieth century. The course concludes with a study of the Bauhaus and its influence throughout the arts as practiced in Continental Europe and subsequently in the United States. Lectures include examples from painting, sculpture, prints, and architecture. Trips to museums and cultural institutions in Boston are included. Fulfills the Arts option of the General Education requirements.

VA 204 History of Art IV: Post World War II 4 credits
A survey of American post-war art beginning with abstract expressionism and pop art of the sixties, followed by minimalism, primary structures, conceptual art, environmental art, and recent trends in mixed-media/performance art. The course includes slide lectures, trips to Boston galleries and museums, projects, papers, and critiques. Fulfills the Arts option of the General Education requirements.

VA 210 Asian Art 4 credits
From an introduction to the arts produced in the Indus valley, Bronze-Age China, and prehistoric Japan, this course will survey the major works of architecture, painting, sculpture, and ceramics that were inspired by the spread of religion from India to China, Japan, and Southeast Asia. Of particular interest will be a study of the arts, both religious and secular, which reflect the unique culture of each area and which have served over time to influence the development of Western art forms. Fulfills the Arts option and the General Education non-western civilizations requirements.

VA 216 Graphic Design 4 credits
Design for print media. Students will develop an understanding of the relationship between the constraints of the medium and the resulting design project. The course will cover the history of graphic design and design principles such as color, composition, typography, and interrelationship of word and image. Students will become familiar with the tools and materials of design, and will be exposed to the technology of print production. Design projects will be assigned.

VA 217 Modes of Drawing 4 credits
An introduction to the basic techniques of drawing. Working in a variety of media, students will move through basic techniques to explore contemporary modes and materials of drawing, including collage, frottage, and a variety of surfaces. Through experimentation, students are encouraged to develop their own voice. Students of all levels welcome.

VA 219 Painting 4 credits
An introduction to the fundamentals of painting. Working in acrylics, students will paint still life and landscapes as they study color, light composition, and painting techniques. Experimental approaches will be stressed, and students will be encouraged to develop their own style. Students with little or no experience are welcome.

VA 221 Photography I 4 credits
An introduction to the fundamentals of black-and-white photography, including instruction in camera controls, film development, printing, and photo finishing. Assignments will generate critiques which will develop “the critical eye.” Gallery visits, guest visits, and slide presentations on the history of photography will further enhance critical thinking. The student must have the use of a camera with adjustable speed and aperture.

VA 222 Photography II 4 credits
Intermediate course in black-and-white photography designed to present a variety of “ways of seeing” by examining frame, tone, point of view, scale, time, and sequence. Slide presentations, gallery visits, critiques, critical readings, as well as explorations of techniques that will enhance their communication skills are also included. The student must have access to a camera with adjustable speed and aperture. Prerequisite: VA 221.

VA 231 The Artist and the Making of Meaning 4 credits
An introduction to the concerns of semiotics and structuralism as they apply to the relation between art and language. The course offers the student a clear and systematic approach to thinking critically about art (and by extension, about anything else), particularly in the late twentieth century. The course includes lectures, discussion, and field trips. Fulfills the Arts option of the General Education requirements.

VA 307 History of Photography 4 credits

A survey of the aesthetic and technical development of photography from its invention to the present day. Emphasis will be on the twentieth century and will include critical analysis of the medium which is central to understanding the influence and appropriation of photography today. The course will include visiting permanent collections in the Boston area as well as recent exhibitions. Fulfills the Arts option of the General Education requirements.

VA 347 Developed Images 1 non-tuition credit

Credit for working on the student organized and produced photography magazine. Work is submitted, reviewed, and selected by students as well as designed and created digitally. The publication is produced annually in the spring. May be repeated for up to four credits. Course is offered Pass/Fail. Prerequisite: permission of instructor.

VA 350 A Skeptical History of Western "Art" 4 credits

An investigation of historical shifts in the meaning of the term "art," and what they suggest about our evolving sense of who and what we are. This course will invert the traditional art historical agenda, which takes the idea "art" as a given and concerns itself with identifying art "things" as embodiments of that idea. Instead, selected artifacts from the art-historical canon will here be skeptically considered, to see what (other) unifying concept(s) they may engender. Readings will be drawn from such disciplines as social, intellectual, and art history, anthropology, linguistics, philosophy, and ethology.

VA 357 Dada and Surrealism: Art and Film 4 credits

An examination of the anti-art position of the major European and American Dadaists and the development of the various aspects of surrealism in painting, object making, writing, and filmmaking.

VA 360 African-American Art 4 credits

A survey of the work of African-American artists from the mid-nineteenth century to the present with special emphasis on their contribution to the painting and graphic art of the United States. The course includes lectures, demonstrations, and field trips.

VA 439 Seminar in Art 4 credits

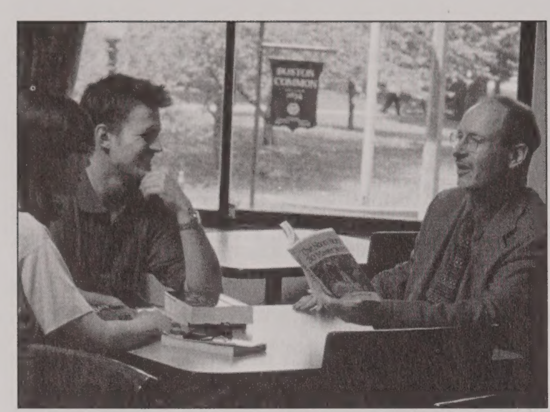
A study in a selected area of art and art history with emphasis on the development of analytical and theoretical approaches to the understanding of works of art. Presentation of independent research and participation in the evaluation of the research work of seminar members is expected.

VA 475 Documentary Photography 4 credits

This class creates the foundation for an intense investigation of an issue — cultural, political, ideological, or personal. Technically, it will address developing a deeper competence in negative making and black and white printing, with the emphasis on strongly informative images. Students will learn to use their cameras, lenses and electronic flash with spontaneity and flexibility. Assignments will require the student to discover narrative possibilities while creating strong individual images. The course's technical components will be supplemented by considerations of the history of documentary photography as well as field trips. Prerequisite: VA 222 or permission of instructor.

VA 476 Digital Imaging for Photographers 4 credits
This course is a hands-on production class especially for the photography student. It is designed to give a basic introduction to the elements of electronic, digitally realized, and manipulated photography. Students will learn to use computer-related input and output devices for photographic imaging, and to create work that is produced on the page as well as on the screen. The course addresses the need to understand the potential for the computer manipulation of photo-real images in design and illustration as well as the introduction of the computer as a tool within the context of photography classes that use traditional cameras and darkroom. Prerequisite: VA 221.

VA 492 Photo Practicum: Portfolio 4 credits
This course is designed to integrate, enrich, and solidify a student's photographic skills building on past productions. Emphasis will be placed on developing a portfolio representative of a personal vision. Exploration of various formats, including the 4x5 view camera. Prerequisite: VA 222 or permission of instructor. Lab fee required.



DEPARTMENT OF WRITING, LITERATURE AND PUBLISHING

Professor Skoyles (Chair); *Associate Professors Aaron, Fast, González, Henry, Knott, Painter, and Perret; Assistant Professors Clayton, Donoghue, Koundoura, Mehan, Reiken, Schwartz, Seglin, Skorczewski, Treadway, and Walters; Lecturers Jahn-Clough and Mederos; Writers-in-Residence Eisenhart, Livesey, Mazur, and Tilghman.*

MISSION

The Department of Writing, Literature and Publishing serves Emerson College and the School of the Arts by providing students with writing skills, an appreciation of literature, world language study, and knowledge of the publishing industry and the literary marketplace.

The department's goals are intrinsic to the College's mission of preparing students for leadership roles in communication in a global environment. The department trains students to write well and fosters in them a deep critical appreciation for literature of all genres, ages and perspectives. The language program not only offers world language study, but its focus on world cultures helps ensure a global and multicultural perspective across all of the school's programs. An understanding of the publishing industry prepares students for careers in that field as well as providing background knowledge essential for practicing writers.

The Department of Writing, Literature and Publishing is responsible for ensuring that all Emerson students master expository and analytical writing skills which are vital to their academic and human growth. Its faculty trains students in basic writing courses to write well and to read and think critically. The department serves as a resource and a link among the Schools, as writing cuts across the boundaries of all disciplines.

It assures that students interested in a particular genre of creative writing are provided with the opportunity to explore that interest by studying with an expert in the form. It produces students who can write in several genres, who are at home in the literature of their own culture as well as the literature in others, who have a knowledge of the literary marketplace, and who appreciate literature in all of its forms.

The faculty of the Department of Writing, Literature and Publishing is committed to the following goals:

- To develop student competency in writing skills.
- To provide all students in the College with instruction in literature in its major forms of poetry, drama, fiction, and non-fiction; to teach critical appreciation through reading and writing; and to provide critical and historical perspectives on a variety of works from different cultures and ages.
- To explore the values and possibilities of literature, to enhance the critical skills of students preparing for further study in all fields, and to help student writers develop their creativity.
- To provide students with the skills to unlock the benefits of the emerging technologies and to understand their impact on the arts.
- To develop students' understanding of diverse cultures and the arts deriving from those cultures.
- To ensure that students know their fields in both theory and practice.
- To prepare students for graduate study in literature and writing.
- To encourage students to explore their particular subject through the study of linkages across disciplines.
- To give students instruction that enables them to communicate effectively in a foreign language. This skill will enhance career opportunities in the various fields of communication and bring personal satisfaction through increased access to other cultures and perspectives.

PROGRAMS

The department's curriculum includes course work in writing, literature, language and publishing. Writing courses expose students to a variety of forms, including fiction, poetry, nonfiction, screenwriting, magazine writing, and aspects of publishing. Literature courses include a broad range of world literature, African American literature, and American and International women writers. Language courses include studies in French and Spanish, as well as topics in European and Latin American literature and culture. Courses in publishing prepare students for careers in the world of commercial publishing, and include offerings in magazine design and production, desktop publishing, copy editing, literary editing, and book production and design. Faculty in this area comprise executives and editors from Houghton-Mifflin, Bedford Books, Addison-Wesley, *The Atlantic Monthly*, *Field and Stream*, and *Boston Magazine*. Finally, publishing courses focus on desktop publishing, literary editing, magazine design and production, and book publishing and design. Internships in a thriving Boston publishing community provide valuable learning experiences in the field.

The programs of the Department of Writing, Literature and Publishing are designed to prepare students for a wide range of professional careers and for personal creative development and fulfillment; they also have pre-professional value for those intending to pursue graduate education. Undergraduate students may pursue the B.A. or the B.F.A. degrees with a major in WLP. Graduate students may pursue the MFA degree in Creative Writing, or the MA degree in Writing and Publishing.

Students majoring in fields outside of the department may choose to minor in writing, in literature, in language or in publishing. They also may pursue a double major or design an independent major involving writing, literature, language or publishing as one of their major subject areas.

BACHELOR OF ARTS IN WRITING, LITERATURE AND PUBLISHING

Students pursuing a Bachelor of Arts degree in writing, literature and publishing must complete 40 credit hours as described. Students must take one 4-credit writing or publishing course at the 200-level, and two of the following courses: LI 201 Literary Foundations; LI 202 American Literature; and LI 203 British Literature. (These courses taken to fulfill major requirements will not count toward satisfying the general education requirement.) In addition students must complete a total of 28 credit hours numbered 300 and above, in a combination of LI (literature) and WP (writing) courses. The 28 credits must include 12 credits in one area (LI or WP) and 16 credits in the other (LI or WP).

BACHELOR OF FINE ARTS IN WRITING, LITERATURE AND PUBLISHING

Students admitted to the Bachelor of Fine Arts program must complete 56 credits in departmental offerings for the degree. Students enrolled in this program must take 8 credits from the following courses: LI 201 Literary Foundations; LI 202 American Literature; and LI 203 British Literature. (These courses taken to fulfill major requirements will not count toward satisfying the general education requirement.) In addition, students must complete at least 8 credits in writing courses numbered above 200, 12 credits in writing courses numbered above 300, and 12 credits in literature courses numbered above 300. Additionally, each student should choose electives that add an extra dimension to the student's development as a writer (12 credits of electives numbered 200 or above), and participate in a 4-credit Senior Writing Project (WP 490) to demonstrate accomplishment in the craft of writing.

MINOR PROGRAMS

Writing Minor

At least 16 credit hours in a sequence of related writing courses approved by the department. This sequence must include four courses from the following:

WP 211, 212, 213, 214, 216, 217	Introduction to Creative Writing
WP 311, 312, 313, 314, 315, 316	Advanced Creative Writing
WP 407	Seminar in Fiction Writing
WP 413	Seminar in Non-Fiction
WP 429	Playwriting Workshop
WP 439	Writing the First Screenplay
WP 440	Seminar Workshop in Scriptwriting

Publishing Minor

At least 16 credit hours in a sequence of publishing courses which must include four courses from the following:

WP 207	Introduction to Magazine Writing
WP 307	Advanced Magazine Writing
WP 380	Magazine Publishing Overview
WP 383	Book Publishing Overview
WP 395	Desktop Publishing
WP 481	Magazine Publishing: Rotating Topics
WP 482	Magazine Design and Production
WP 484	Book Publishing: Rotating Topics
WP 491	Topics in Writing and Publishing
WP 495	Advanced Desktop Publishing

Literature Minor

At least 16 credits in literature courses. No more than one course (4 credits) may be at the 200 level. The remaining 12 credits must be in courses numbered 300 or above. These courses should have a planned coherence; they may focus, for example, on a genre, a tradition, or a period.

Poetry Minor

At least 16 credits, including both literature and writing courses, devoted to poetry. The literature courses must be numbered 300 or above and selected from one of the following:

LI 307	Reading Poetry
LI 412	Topics in Modern/Postmodern Poetry
LI 413	The Forms of Poetry: Theory and Practice

The writing courses must be numbered 200 or above, selected from the following:

WP 212	Introduction to Creative Writing (Poetry)
WP 312	Advanced Creative Writing (Poetry)
WP 405	Seminar Workshop in Poetry

Fiction Minor

At least 16 credits, including both literature and writing courses, devoted to fiction. The literature courses must be numbered 300 or above; the writing courses must be numbered 200 or above. Selections may be made from, but are not limited to, the following:

LI 313	Novel into Film
LI 323	The American Short Story
LI 393	The American Novel I
WP 211	Introduction to Creative Writing (Fiction)
WP 311	Advanced Creative Writing (Fiction)
WP 407	Seminar Workshop in Fiction

World Language Minor

Writing, Literature and Publishing majors may minor in World Languages.
At least 16 credits earned at the 300 level and above, selected from the following:

LF 301	Advanced French Conversation
LF 302	Advanced French Composition
LS 301	Advanced Spanish Conversation
LS 302	Advanced Spanish Composition
LF/LS 401/02	Topics in European and Latin American Literature
LF 498	Directed Study in French
LS 498	Directed Study in Spanish

WLP CLASS ENROLLMENT POLICY

Any student enrolled in a course in the Writing, Literature and Publishing Department who does not attend class on the first day of the course, and who does not contact the professor in advance of that day, will be dropped from the class, and that place may be taken by another student. This action can take place, at the instructor's discretion, regardless of any prior registration of the student for the course in question. Students dropped from a class for this reason will be re-admitted only with the approval of the course instructor.

WORLD LANGUAGE COURSES: FRENCH AND SPANISH

The current General Education World Language Requirement is two semesters at the elementary level. Students are strongly encouraged to continue beyond the requirement.

Courses in American Sign Language also fulfill the language requirement.

Elementary Language Courses: French and Spanish

These courses provide the students with the basic structures needed for communication in the target language. They are designed to be interactive, creating the kind of everyday situations which call for the use of a variety of skills. Grammar is presented through example and the emphasis is on both spoken and written practice. Students are engaged in class drills, choral work and intensive small group discussions.

LF 101 Elementary French I 4 credits
This course stresses mastery of the essential vocabulary and primary grammatical structures through a situational approach. Students perceive that language is "living" and they discover by the third week of the semester that they can already communicate in French. Class time is devoted to interactive practice. Conversational skills, pronunciation and understanding are verified through regular oral exams.

LF 102 Elementary French II 4 credits
A continuation of LF 101, this course also incorporates reading skills and exposes students to a wider range of cultural materials.

LS 101 Elementary Spanish I 4 credits
This class stresses mastery of the essential vocabulary and primary grammatical structures through a situational approach. Students perceive that language is "living" and they discover by the third week of the semester that they can already communicate in Spanish. Class time is devoted to interactive practice. Conversational skills, pronunciation and understanding are verified through regular oral exams.

LS 102 Elementary Spanish II 4 credits
A continuation of LS 101, this course also incorporates reading skills and exposes students to a wider range of cultural materials.

Intermediate Language Courses: French and Spanish

These courses stress equally the four basic language skills. Structural drills as well as in-class discussion on topics relating to the communications field (films, newspapers, publicity, etc.) and regular lab work are used to improve oral proficiency. However, while introductory courses emphasize listening and speaking, a more global approach to language learning becomes necessary here. Reading and writing on different topics constitutes a large portion of the work. Students continue their practice of the target language through choral work and conversation, individual presentations, sketches and improvisations.

LF 201 Intermediate French I 4 credits
A thorough review of elementary language skills is provided in the initial weeks of this class. Afterward, students are introduced to the more subtle, idiomatic use of French. Selected readings in literature and culture as well as films and/or videos make for active in-class discussion.

LF 202 Intermediate French II 4 credits
A continuation of LF 201, students practice advanced grammatical structures. At

the same time, they subscribe to an actual foreign language newspaper, they are assigned listening exercises from pre-recorded radio emissions, they watch and review films, and they analyze written and broadcast publicity.

LS 201 Intermediate Spanish I 4 credits
A thorough review of elementary language skills is provided in the initial weeks of this class. Afterward, students are introduced to the more subtle, idiomatic use of Spanish. Selected readings in literature and culture as well as films and/or videos make for active in-class discussion.

LS 202 Intermediate Spanish II 4 credits
A continuation of LS 201, students practice advanced grammatical structures. At the same time, they subscribe to an actual foreign language newspaper, they are assigned listening exercises from pre-recorded radio emissions, they watch and review films, and they analyze written and broadcast publicity.

Advanced Language Courses: French and Spanish

LF 301 Advanced French Conversation 4 credits
The purpose of this course is to expand students' competence in contemporary spoken French. This is specifically a listening, reading and speaking course. An important part of the work at this stage concerns the finer points of French pronunciation and stresses the correction of the most typical errors made by American speakers. Experiences in listening comprehension (cassettes, videos, public lectures) are assigned and exploited in class. Discussion of readings, student presentations, student produced cassettes, and individual conferences in French are used to evaluate progress in spoken proficiency. Prerequisite: LF 202, LF 302 or permission of instructor.

LF 302 Advanced French Composition 4 credits
The purpose of this course is two-fold: first, to solidify advanced grammatical structures in French through composition and revision; second, to provide students with exposure to, and experience in, different modes of written expression: exposition, narration, description, argumentation. In addition to regular assignments, students will be encouraged to write on events of individual interest which relate to the communications major: theatre, film and television, publicity, etc. Class time is devoted to analysis of model texts, discussion of style and mastery of forms. Prerequisite: LF 202, LF 301 or permission of instructor.

LS 301 Advanced Spanish Conversation 4 credits
The purpose of this course is to expand students' competence in contemporary spoken Spanish. This is specifically a listening, reading and speaking course. An important part of the work at this stage concerns the finer points of Spanish pronunciation and stresses the correction of the most typical errors made by American speakers. Experiences in listening comprehension (cassettes, videos, public lectures) are assigned and exploited in class. Discussion or readings, student

presentations, student produced cassettes and individual conferences in Spanish are also used to evaluate progress in spoken proficiency. Prerequisite: LS 202, LS 302 or permission of instructor.

LS 302 Advanced Spanish Composition 4 credits
The purpose of this course is two-fold: first, to solidify advanced grammatical structures in Spanish through composition and revision; second, to provide students with exposure to, and experience in, different modes of written expression: exposition, narration, description, argumentation. In addition to regular assignments, students are encouraged to write on events of individual interest which relate to the communications major: theatre, film and television, publicity, etc. Class time is devoted to analysis of model texts, discussion of style and mastery of forms. Prerequisite: LS 202, LS 301, or permission of instructor.

LF 401/402, LS 401/402 Seminar: Topics in European and Latin American Literature 4 credits
These courses are offered in English when cross-listed with literature or performing arts. Should this be the case, students seeking language credit will do work in the original language and meet with the professor for regular tutorials in order to reinforce language skills. Rotating topics include: Masterpieces of French, Spanish or Latin American Literature; French Comedy; Absurd and Avant-garde Theater and Narrative; Versailles in Literature, Art and Spectacle; Modern French Novel; Magical Realism; The Hispanic Caribbean; Puerto Rican Literature; Contemporary Cuba through Literature and Culture.

LF 498, LS 498 Directed Study in French or Spanish 2 or 4 credits
Under the guidance of a faculty member, students develop an individualized program of study in the literature, civilization or culture of the target language. Prerequisite: Permission of instructor. May be repeated for credit.

LITERATURE COURSES

LI 123 Introduction to Literature 4 credits
An introduction to the study of poetry, drama, and fiction, as practiced by classical and contemporary authors such as Sophocles, Shakespeare, Miller (drama); Keats, Whitman, Dickinson, Yeats, Walcott (poetry); Tolstoy, Hemingway, Welty, Munro (fiction). Fulfills the General Education Arts and Humanities requirement for students not majoring in WLP.

LI 201 Literary Foundations 4 credits
A survey of some foundational works of Western literature in poetry, nonfiction, fiction and drama, designed to familiarize students with literary history as well as the history of our notions of the afterlife, love, duty, virtue and vice. Authors studied may include Homer, Sophocles, Plato, Virgil, Ovid, Dante, Boccaccio and Chaucer. Prerequisite: WP 121 or 152 or HS 101 or permission of instructor. Fulfills the General Education Arts and Humanities requirement for students not majoring in WLP.

LI 202 American Literature 4 credits
An introduction to representative works of American literature in several genres from the colonial period to the modern by writers such as Bradstreet, Franklin, Hawthorne, Thoreau, Douglass, Melville, Dickinson, Whitman, Chopin, Twain, Crane, Hurston, Faulkner, Williams, and Moore. Prerequisite: WP 121 or WP 152 or HS 101 or permission of instructor. Fulfills the General Education Arts and Humanities requirement for students not majoring in WLP.

LI 203 British Literature 4 credits
An historical overview and introduction to several genres of British Literature from the Renaissance to the 20th Century, focusing on writers such as More, Spenser, Milton, Defoe, Bronte, Eliot, Joyce and Beckett. Prerequisite: WP 121 or WP 152 or HS 101 or permission of instructor. Fulfills the General Education Arts and Humanities requirement for students not majoring in WLP.

LI 204 Topics in Literature 4 credits
All courses taught under this heading include the study of literature in at least three genres (selected from poetry, fiction, nonfiction, and drama). These courses focus on specific themes or topics, which might include, for example, literature of the city, artists in literature, or coming of age. These courses fulfill the General Education Arts and Humanities requirement for students who are not majoring in WLP.

LI 208 U.S. Multicultural Literature 4 credits
This course is an introduction to some of the poetry, fiction and other genres produced in the multicultural U.S.A. To set the context for the various texts that we will be reading, we will also read essays concerning some of the major debates on and about multiculturalism. We will examine its history as a political project and trace the repercussions of its implementation in American culture and its institutions. Fulfills the General Education Arts requirements for students not majoring in Writing, Literature, and Publishing and the U.S. Multiculturalism requirement for all students.

LI 210 American Women Writers 4 credits
Fiction, poetry, and other genres by 19th- and 20th-century American women such as Harriet Beecher Stowe, Emily Dickinson, Kate Chopin, Maxine Hong Kingston, Leslie Marmon Silko, and Toni Morrison. Fulfills the General Education Arts requirements for students not majoring in Writing, Literature and Publishing and the U.S. Multiculturalism requirement for all students.

Prerequisites for Upper-level LI Courses

For all LI courses numbered 300 or above, the basic prerequisite is completion of at least one LI course numbered below 300. Certain courses may have additional requirements.

LI 307 Reading Poetry 4 credits
Through reading and discussing a variety of poems from different periods, students will learn about the technical aspects of poetry (such as meter and rhyme) and how

poets use these techniques to create meanings and effects. This is a course for people who want to increase their understanding of, pleasure in, and ability to discuss and write about poetry. (As Needed)

LI 313 Novel into Film 4 credits
A study of the adaptation of novels into films, with the aim of understanding the narrative conventions that govern each medium. Texts include the works of such writers as Kesey, Burgess, Kundera, Walker, Nabokov, and Puig; films include the work of directors such as Kubrick, Forman, Spielberg, and Babenco. (Fall Semester)

LI 323 The American Short Story 4 credits
A course designed to acquaint students with the changing thematic and stylistic concerns of the American short story (including works by Sherwood Anderson, Ernest Hemingway, Eudora Welty, Richard Yates, Flannery O'Connor, and others) and to develop critical writing and reading skills. (As Needed)

LI 339 The Early British Novel 4 credits
A study of selected 18th- and 19th-century British novels by writers such as Fielding, Richardson, Austen, the Brontes, Dickens, Eliot, and Hardy. (Fall semester)

LI 340 The Modern British Novel 4 credits
A study of selected novels written between 1900 and 1960 by writers such as Woolf, Lawrence, Joyce, Forster, Lessing, Spark, Murdoch, and others. (Spring Semester)

LI 346 The Contemporary Picture Book 4 credits
A survey of the picture book's development from a little known field to a booming industry. Books from Maurice Sendak's *Where The Wild Things Are* to a variety of recent publications will be examined for literary content, meaning, artistic style and design. This is a creative writing intensive course. (As Needed)

LI 361 Native American Literature 4 credits
A study of works in several genres, including consideration of how traditional myth, story, and ritual contribute to contemporary fiction and poetry, and how the literature reflects and responds to historical and contemporary conditions. Readings include works by such authors as Leslie Marmon Silko, N. Scott Momaday, Simon J. Ortiz, Joy Harjo, and Louise Erdich. Fulfills the General Education U.S. Multiculturalism requirement. (As Needed).

LI 371 Shakespearean Tragedy 4 credits
A careful examination of selected tragedies from *Romeo and Juliet* to *Antony and Cleopatra*, emphasizing the development of tragic form. A writing intensive course requiring two short papers and one long research paper. (Fall Semester)

LI 372 Shakespearean Comedy 4 credits
A detailed study of selected comedies from *A Midsummer Night's Dream* to *The Winter's Tale,* emphasizing Shakespeare's development of comic form. A

writing intensive course requiring two short papers and one long research paper. (Spring Semester)

LI 381 Introduction to World Literature 4 credits
A survey of contemporary world literature written in English by writers from such places as India, Africa, the Caribbean, Australia, Canada, New Zealand, Pakistan, Sri Lanka. Fulfills the General Education Non-Western Cultures requirement. (Fall Semester)

LI 382 Introduction to African-American Literature 4 credits
The work of African-American fiction writers, poets, and playwrights studied chronologically from Phyllis Wheatley to Michael Harper. Fulfills the General Education U.S. Multiculturalism requirement. (Fall Semester)

LI 385 American Drama 4 credits
The development of American drama in the 20th-Century from O'Neill, Williams and Miller to such contemporary writers as Shepard, Mamet, Rabe, and Henley. (As Needed)

LI 393 The Early American Novel 4 credits
A study of representative 18th and 19th century American novels from 1776 to 1900, including works by such authors as Cooper, Hawthorne, Melville, Stowe, Twain, Chopin, and James. (Fall Semester)

LI 394 The Modern American Novel 4 credits
A study of representative Modern American novels from 1900 to 1950, including such authors as Wharton, Cather, Hemingway, Welty, Faulkner, Steinbeck, and Ellison. (Spring Semester)

LI 396 International Women Writers 4 credits
An exploration of the work of some contemporary international women writers, in its social and political context. Readings include works by such writers as Nadine Gordimer, Jamaica Kincaid, Michelle Cliff, Mawal El Saadawi, Bessie Head, Luisa Valenzuela, and others. Fulfills the General Education Non-Western Cultures requirement. (Spring Semester)

LI 402 The Contemporary British Novel 4 credits
Studies in the works of such British novelists as Doris Lessing, Evelyn Waugh, Graham Greene, Iris Murdoch, William Golding, Anthony Burgess, John Fowles, Lawrence Durrell, Muriel Spark, and Anthony West. (As Needed)

LI 411 Topics in British Literature 4 credits
This course number will designate special offerings in British Literature that take advantage of the special interests and expertise of faculty, for example the Romantic Age, and the intellectual interests of students. (As Needed)

LI 412 Modern/Postmodern Poetry 4 credits
The works of such 20th-Century poets as T.S. Eliot, Wallace Stevens, W.H. Auden, Marianne Moore, Robert Lowell, Elizabeth Bishop, Sylvia Plath, Philip Larkin, Adrienne Rich, John Ashbery, and, in translation, Pablo Neruda, R.M. Rilke, Zbigniew Herbert, Shiraishi Kazuko, and Marina Tsvetaeva. (Fall Semester)

LI 413 The Forms of Poetry: Theory and Practice 4 credits
Students will study the forms of poetry as used by historical and contemporary poets, and then write original poems in those forms (such as sonnet, villanelle, haiku, sestina, renga, syllabic), and genre forms (such as Surrealist poem, Expressionist poem, Anti-poem, Open Field poem, Language poem). (Spring Semester)

LI 416 Topics in Drama 4 credits
Various offerings in drama including such areas as contemporary European theater, contemporary British drama, contemporary American drama, world drama, women's drama, multicultural drama, and drama criticism. (As needed)

LI 421 Topics in American Literature 4 credits
This course number designates special offerings that may concentrate on the study of particular authors, genres, or themes, or on topics related to the special interests and expertise of the faculty. (As Needed)

LI 422 The Contemporary American Novel 4 credits
A course exploring the form and technique, as well as the innovative approaches to theme and subject matter, of American novels written since 1950 by such writers as Roth, Momaday, Morrison, Gaines, Tyler, Silko, Phillips, Stone, O'Brien, and Walker. (Spring Semester)

LI 423 Topics in World Literature 4 credits
A study of world literatures from various regions and traditions. Topics vary from year to year and may focus on genre, region or a particular writer, e.g., Ancient and Postcolonial Indian Drama, the Nineteenth Century European Novel, the Fiction of Wole Soyinka, Latin American Fiction. (Spring Semester) (Sections offered as Cuban or Postcolonial studies satisfy the General Education Non-Western Cultures requirement.)

LI 436 Cultural Criticism 4 credits
A survey of the dominant theoretical approaches to the study of culture. The course traces the main arguments found in them and helps students develop a sense of what it means to be a producer and a consumer of culture today. (Fall Semester)

LI 449 Adolescent Fiction 4 credits
An examination of literature written for and about young adults and adult fiction popular with young adults. This course focuses on how novels use the adolescent's point of view to portray the struggle for identity. The reading list represents different genres including contemporary realism, fantasy, science fiction, historical fiction and humor. The course also covers the history of publishing in this field. Authors

included, among others, are Robert Cormier, Paul Zindel, S.E. Hinton, Walter Dean Myers, Jamaica Kincaid, Toni Morrison, and Gary Soto. (As needed)

LI 481 Topics in African-American Literature 4 credits
Studies in the traditions of African-American literature, such as slave narratives, the Harlem Renaissance, Depression poets and novelists, and contemporary writers. Also considered are the blues as poetry, spirituals and jazz as literature, and the political plays of the Sixties. Fulfills the General Education U.S. multiculturalism requirement. (Spring semester)

LI 487 Topics in American Non-fiction 4 credits
Special offerings in autobiography, biography, travel writing, nature writing and other belleletristic work from various periods. Possible courses may focus on American non-fiction from Thoreau to Carson, McPhee, Mailer, Dillard, Didion and others. (As Needed)

LI 498 Directed Study 2 or 4 credits
Students are provided an opportunity to conduct research and to write in an area not covered in the regular curriculum. Prerequisites: Senior standing, completion of a course offered on the subject or equivalent, permission of the instructor, and permission of the department chair.

WRITING AND PUBLISHING COURSES

WP 100 Introduction to Expository Writing 4 credits
A course for incoming students who, in the judgment of the College, need to develop their writing abilities before taking the required Expository Writing sequence, WP 101-WP 121. Exploring methods for choosing topics, starting an essay, organizing, revising and evaluating what they have written, students will write a variety of short essays involving description, narration, interpretation and argument. Class size will be limited to twelve. Students must pass WP 100 to move to WP 101 (Expository Writing) in the following semester.

WP 101 Expository Writing 4 credits
A course introducing students to the process, purposes, and strategies of persuasive and explanatory writing. Students read and discuss works by both professional and student writers and explore techniques of argument and persuasion in writing a series of 5-6 essays. The course stresses revision, relies on frequent workshops of student writing, and aims finally to sharpen the student's ability to use evidence in a reasonable, convincing way.

WP 121 Approaches to Essay Writing 4 credits
A group of writing seminars designed to build on knowledge and skills acquired in WP 101. Each seminar focuses on a central subject such as Myths of the Hero, Images of Good and Evil, Travel and Exploration, and The Individual and Society. Readings include works of fiction and analysis from a variety of theoretical

perspectives (psychology, sociology, literature, and cultural criticism). Writing assignments help students extend their writing skills to such intellectually challenging tasks as analyzing texts, evaluating theories, and using concepts to explore problems. Each student will write approximately 40 pages of prose, including short essays, revisions, and an extended essay investigating a problem in the student's major field of interest. (The seminar fulfills the General Education U.S. Multiculturalism requirement.) Prerequisite: WP 101 or WP 151.

WP 151 Writing Symposium 4 credits

This course is for students who enter with a SAT score of 650 or higher or an equivalent ACT score. Writing Symposium gives students the opportunity to do upper level work in various modes of nonfiction writing.

Prerequisite for all WP 200-level courses: completion of WP 101 or WP 151 or HS 101.

WP 207 Introduction to Magazine Writing 4 credits

An introduction to writing for commercial markets. Students will develop, research and write nonfiction articles and learn where to market them. This course may be repeated once for credit.

WP 211-216 Introduction to Creative Writing I 4 credits

These courses focus on the basic vocabulary, techniques, and traditions in the chosen genre. All courses will include the discussion of published work. Students will practice their writing craft through exercises and other assignments, many of which will be shared with the class in an introductory workshop setting.

WP 211	Introduction to Creative Writing: Fiction
WP 212	Introduction to Creative Writing: Poetry
WP 213	Introduction to Creative Writing: Drama
WP 214	Introduction to Creative Writing: Children's
WP 215	Introduction to Creative Writing: Comedy
WP 216	Introduction to Creative Writing: Personal Essay

WP 217 Introduction to Creative Writing: Mixed Genres 4 credits

An introductory course in creative writing, designed to teach techniques, conventions, and vocabulary of two literary genres, and to give students practice in writing in these genres. All sections of WP 217 cover two of the following: fiction, poetry, dramatic writing, and nonfiction. Students explore the process of writing and the fundamentals of the two genres through reading, discussion, and writing. In class, students practice writing and discuss both their own essays and texts by published writers. Genres vary from section to section.

WP 307 Advanced Magazine Writing 4 credits

The further development of commercial writing skills, learning to query markets, and writing for deadlines are emphasized. Prerequisite: completion of WP 207. This course may be repeated once for credit.

WP 310 Publication Practicum 1 non-tuition credit
The student works on one of Emerson's literary publications. May be repeated four terms for credit. Permission of department chair and faculty advisor of the particular publication.

WP 311-16 Advanced Creative Writing 4 credits
Original essays, poems, plays, and short stories are written and presented in class for criticism and discussion. Students will also read and discuss published work in the genre. Prerequisite: completion of a 200-level course in the same genre, or completion of WP 217 including the same genre. These courses may be repeated once for credit.

WP 311	Advanced Creative Writing: Fiction
WP 312	Advanced Creative Writing: Poetry
WP 313	Advanced Creative Writing: Drama
WP 314	Advanced Creative Writing: Children's
WP 315	Advanced Creative Writing: Comedy
WP 316	Advanced Creative Writing: Personal Essay

WP 380 Magazine Publishing Overview 4 credits
A course that focuses on editorial stance (the "idea" of a magazine), marketing and business strategies, selection and acquisition of material, and production. Prerequisite: Junior or senior standing.

WP 383 Book Publishing Overview 4 credits
The course examines the acquisition and editing of the manuscript, its progress into design and production, and the final strategies of promotion and distribution of a finished book. Prerequisite: Junior or senior standing.

WP 395 Introduction to Desktop Publishing 4 credits
Introduction to graphic design software for publishing and the basics of design and illustration. (Fall semester)

WP 405 Seminar Workshop in Poetry 4 credits
For students already seriously engaged in writing poetry. In-class discussion of original poems. As the course pays special attention to getting published, students are encouraged to send their work out to magazines. This course may be repeated once with the instructor's permission. Prerequisite: junior or senior standing and completion of a 300-level writing course in poetry. (Fall Semester)

WP 407 Seminar in Fiction Writing 4 credits
Extensive fiction writing, short stories and/or novels coupled with in-class reading for criticism and suggestions. This course may be repeated once with the instructor's permission. Prerequisite: junior or senior standing and completion of a 300-level writing course in fiction.

WP 439 Writing the First Screenplay 4 credits
This course includes study of the vernacular of film and video forms, the writing of

screenplays for film and/or TV. These works will be discussed in workshop critiques. This course may be repeated once with the permission of the instructor. Prerequisite: junior or senior standing and completion of a 300-level writing course. (Fall Semester)

WP 440 Screenwriting Workshop 4 credits
Primarily focused on works-in-progress, this course also includes study/discussion of scripts produced for film and television, as well as exercises in different kinds of dramatic structure and dialogue. Goal: the completion of a first-draft, full-length script for film or TV, or revision/polish of a work-in-progress. Prerequisite: WP 439 or permission of instructor. (Spring Semester)

WP 482 Magazine Design and Production 4 credits
A study of magazine format and composition, placement of editorial and advertising material, color layout, scheduling, working with printers and distributors. Prerequisite: WP 380. (Fall Semester)

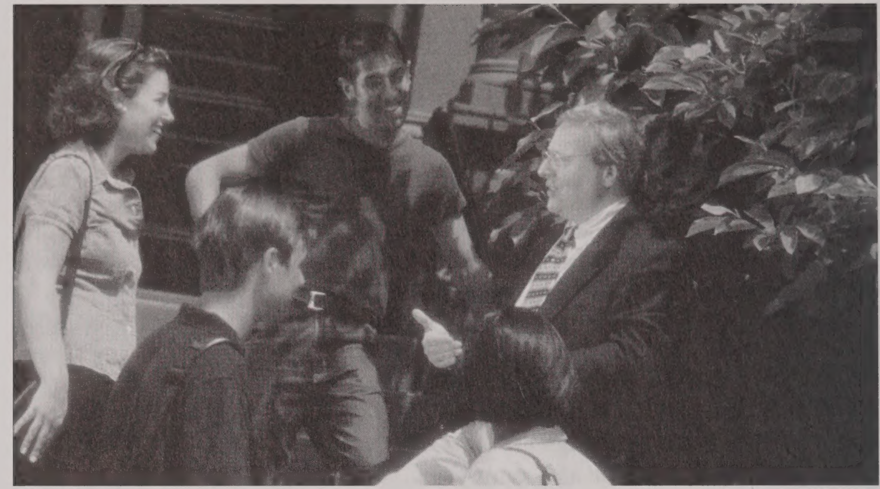
WP 490 Senior Writing Project (All Genres) 4 credits
Required of all B.F.A. majors: During the final semester of his/her senior year, each student produces an extended literary work—several short stories, a group of poems, a short novel, a nonfiction narrative, a piece of investigative journalism, a play, or a filmscript. Each student works independently, but consults regularly with an adviser to evaluate and revise portions of the work-in-progress. The final manuscript measures and represents the student's abilities and his/her commitment to a serious creative endeavor

WP 491 Topics in Writing and Publishing 4 credits
Special offerings in Electronic Publishing, Book Reviewing, and Copyediting, among others. May be counted as Publishing credit, depending on topic. Prerequisite: WP 380 or WP 383.

WP 495 Advanced Desktop Publishing 4 credits
Students will gain expertise in graphic design software used in book and magazine publishing. Prerequisite WP 395 or other Desktop Publishing course and permission of the instructor. (Spring semester)

WP 498 Directed Study 2 or 4 credits
Students are provided an opportunity to conduct research and to write in an area not covered in the regular curriculum. Prerequisites: Senior standing, completion of a course offered on the subject (or equivalent), permission of instructor, and permission of department chair.

WP 499 Internship 2 or 4 credits
Internships involve work in publishing and other related areas. Prerequisites: Must be arranged with the department chair in advance. Only juniors and seniors are eligible. Course is offered pass/fail.



SCHOOL OF COMMUNICATION, MANAGEMENT AND PUBLIC POLICY

Dean Stuart J. Sigman

MISSION

The School of Communication, Management and Public Policy is committed to furthering Emerson College's tradition of leadership and excellence within all its programs of study. Our programs are designed to prepare students with the practical and theoretical knowledge necessary for their chosen communication careers. Communication is considered the primary vehicle for individual expression and for participation in the life of one's culture and society. It is through communication that organizations structure and accomplish their work, interpersonal relationships are formed (or dissolved), products are positioned in the marketplace, political coalitions are created, and the public is informed about local and world events and health initiatives. The School's programs offer students an opportunity to understand these functions broadly and to select a particular specialization.

The faculty is committed to ensuring exemplary instruction in the following areas of communication:

Communication and Presentation of Skills. The faculty recognizes the importance of students' development of oral, written, and multi-media competencies for their future careers and civic responsibilities. Students experience a variety of learning situations where they are challenged to translate their ideas and news accounts into oral presentations, written reports, and multi-media documents.

Planning and Design of Messages. Because communication is purposeful, the faculty recognizes the need for students to learn how to plan and design messages and message campaigns to achieve both their individual and collective purposes. Communication is used for deliberation, entertainment, information transmittal, instruction, management, and persuasion, as well as other goals, and students learn to understand and analyze the dynamic economic, historical, social and psychological forces that influence the audiences with whom they communicate.

Adjusting to the Consequences of Messages and their Dissemination. The faculty seeks to prepare students with the ability to assess and manage the outcomes of their various communication activities, to evaluate the causes of success or failure, and when appropriate to undertake adjustment and pursue alternative strategies in disseminating messages and reports. In addition, communicators must increasingly be able to respond to rapidly changing career paths and the emergence of new technologies.

Ethical and Legal Issues. The faculty intends for its graduates to be able to place all individual and group decisions about their communication activities within sound ethical and legal frameworks. Our programs emphasize critical thinking skills, multicultural sensitivity, and ethical decision-making.

The School is home to two academic departments, offering degree programs in communication and journalism, and contributing courses in the humanities and social sciences in fulfillment of the General Education requirements. The Department of Communication offers four undergraduate degree programs: Communication, Politics and Law; Management Communication; Marketing Communication: Advertising and Public Relations; and Communication Studies. A Certification program for students preparing for careers as elementary, middle and/or high school teachers is available. The Department of Journalism and offers two undergraduate degree programs: Broadcast Journalism and Print Journalism; there is a growing emphasis on the role of new media in professional journalism as well.

The School is also the home of course offerings in history, philosophy, religion, and social and political sciences. These courses in the humanities and social sciences provide students with an understanding of the multiple forces that shape their lives and are the foundation for the building of a tolerant society through an informed citizenship.

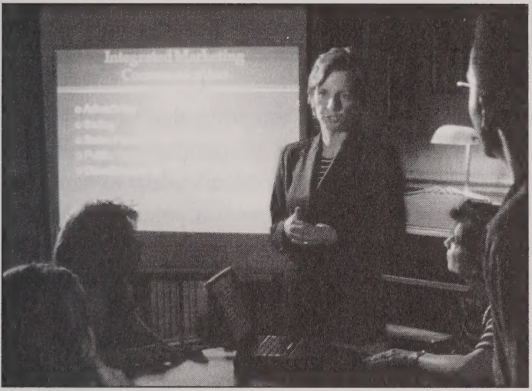
SCHOOL OF COMMUNICATION, MANAGEMENT AND PUBLIC POLICY CORE REQUIREMENTS

In addition to the College's General Education requirements, all students in the School of Communication, Management and Public Policy must take the following core courses:

- Students in the Department of Communication must complete three additional oral communication courses from the following selection: CS 260 Interpersonal Communication; CS 262 Professional Communication; CS 263 Critical Thinking and Argumentation; CS 264 Oral Presentation of Literature; CS 265 Professional Voice and Speech.

- Students in the Department of Journalism must complete one additional oral communication course: for Broadcast Journalism majors, CS 265 Professional Voice and Speech; and for Print Journalism majors, CS 263 Critical Thinking and Argumentation.

- Students are required to take one course in each of the following areas: history, philosophy or rhetoric, political science (for journalism students, SO 225 American Government and Politics), and sociology (for journalism students, any one additional sociology or economics course). Where appropriate, these courses can be applied to the General Education requirements.



DEPARTMENT OF COMMUNICATION

Professors DeLuca and Stonie; Associate Professors Anderson, Baeten, Coffee, El-Ghori, Hollingworth, Joyce (Chair), *Littlefield, Payne and Weiler; Assistant Professors Brown, Cho, Guild, Keller, Levine and Oehlkers; Visiting Assistant Professor Bruder; Visiting Scholar-in-Residence Armstrong.*

MISSION

The word communication comes from the same Latin root as does the word community. This connection underlies every aspect of the Department of Communication. Whether examining past communities in history courses, analyzing the nature of society in political science and sociology classes, or pondering communal ideas from the perspective of philosophy and religion, our subject is human beings and their roles in various communities. Students in marketing communication, management communication and political communication focus on communication strategies and techniques with a particular emphasis on new technologies within the expanding global environment. Students study the oral interpretation of literature or the techniques of argumentation to learn how to reach audience communities and influence the decision making process. Courses in interpersonal communication, organizational communication and negotiation focus on groups as large as a multi-national corporation and as small as a family.

Rooted in the humanities and social sciences and in the mastery of speaking and writing skills, our programs balance a solid grounding in theory with practical training in specific professional skills. Along with class work, students undertake internships that help develop and apply their knowledge in the working world. Most courses take place at the Boston campus, but students who want to study elsewhere can also do coursework and internships in a variety of global locations such as Los Angeles and the Netherlands.

The Department of Communication is committed to ensuring that all Emerson students master deliberative communication skills that reflect the oral tradition and promise of the College and that prepare students for leadership in a global environment. As students learn to research points of view competently, analyze them intelligently, and articulate them clearly and persuasively, they learn also to appreciate the ethical dimensions of their own and others' communication practices.

The faculty of the Department of Communication is committed to the following goals:

- To provide a solid foundation in the Humanities and Social Sciences;
- To provide all Emerson students with the highest level of instruction in the theory and practice of oral and written communication needed for leadership in the emerging communication environments;
- To develop qualitative and quantitative research skills for application to various communication concentrations;
- To provide an understanding of the ethical, historical, theoretical and critical bases of the communication process in the global environment;
- To foster, maintain and develop interdisciplinary study for students and faculty;
- To develop the student as a life-time learner.

DEPARTMENT OF COMMUNICATION CORE REQUIREMENTS

- Students are required to take one theory course and one research course, either CS 343 Rhetorical Theory: Audience Analysis (required of all Political Communication students) or CS 320 Communication Theory and CS 303 Survey Research Methods.

PROGRAMS

POLITICAL COMMUNICATION

The Political Communication program is designed to prepare interested students for further study in graduate or law school, careers in government, careers in private businesses concerned with governmental activity or international communication and foreign affairs. The program is grounded in an ethical appreciation of political communication and its role in society.

Evidence suggests that students with an impressive academic record in this major are competitive candidates for admission to law school. Students in this program pursue coursework designed to further their ability to research and construct arguments based on ethical and relevant data, to synthesize information, to think clearly, to express themselves persuasively, and to exercise sound judgment in critical decision-making.

Students in the Political Communication program must complete four oral communication courses as part of the General Education requirements or the departmental core requirements. In addition they must complete the following courses as part of their major:

		Credits
MT 207	Statistics	4
PL 240	Introduction to Communication, Politics and Law	4
CS 303	Survey Research Methods	4
CS 343	Rhetorical Theory: Audience Analysis	4
CS 499	Internship	4

Students in Political Communication must select five courses (20 credit hours) from the following menu:

PL 225	American Government and Politics	4
PL 328	Political Thought	4
PL 333	The First Amendment	4
CS 370	Propaganda and Public Opinion	4
CS 471	Topics in Political Communication	4
CS 556	Communication in Social Change	4
	Total Hours	40

Students may fulfill the internship requirement in Boston or other cities pre-approved by the internship advisor. After consultation with a faculty advisor, students may pursue a programmatic emphasis in public policy or political campaigns.

MARKETING COMMUNICATION: ADVERTISING AND PUBLIC RELATIONS

The Marketing Communication: Advertising and Public Relations program prepares students for careers and advanced study in distinct but related fields of marketing communication in profit and not-for-profit contexts. The program's curriculum combines theory and practice; students receive a solid grounding in both the fundamental principles and the techniques of marketing communication, which includes advertising and public relations. The program's guiding philosophy is that successful marketing communication professionals must appreciate how their work influences and is influenced by the environment in which they operate.

Students in the Marketing Communication: Advertising and Public Relations program must complete four oral communication courses as part of the General Education requirements or the departmental core requirements. In addition they must complete the following three courses as part of their major:

		Credits
MT 207	Statistics	4
CS 303	Survey Research Methods	4
CS 320	Communication Theory	4
	or	
CS 343	Rhetorical Theory: Audience Analysis	4

Students are encouraged to complete internships in Boston or Los Angeles, cities that offer diverse opportunities in the field of marketing communication that complement the academic component at Emerson College. Students are also encouraged to get involved with EmCom and PRSSA, student organizations housed in the department.

In addition to fulfilling the department and school requirements, students interested in Marketing Communication: Advertising and Public Relations are required to take:

CS 255	Principles of Marketing	4
CS 257	Principles of Public Relations	4
CS 259	Principles of Advertising	4
CS 354	Writing for Marketing and Management Communication	4
CS 404	Campaign Planning	4
Electives within the department		8
	Total Hours	40

Students in Marketing Communication: Advertising and Public Relations may choose electives from the following courses:

CS 302	Media Planning	4
CS 308	Design/Layout	4
CS 309	Copywriting	4
CS 340	Sales Promotion/Special Event Management	4
CS 356	Media Relations	4
CS 444	ISM: Entertainment and Arts Marketing	4
CS 471	Topics in Marketing Communication	4
CS 499C	Internship in Marketing Communication	4

MANAGEMENT COMMUNICATION

The Management Communication program is designed for students interested in management and organizational communication in both profit and non-profit settings. This program prepares students for careers in organizational communication, management, training and development, and human resources. An essential part of the program is proficiency in oral and written communication.

Students in the Management Communication Program must complete four oral communication courses as part of the General Education requirements or the departmental core requirements. In addition they must complete the following three courses as part of their major:

		Credits
MT 207	Statistics	4
CS 303	Survey Research Methods	4
CS 320	Communication Theory	4
	or	
CS 343	Rhetorical Theory: Audience Analysis	4

Students are encouraged to complete internships in Boston or Los Angeles, cities that offer diverse opportunities in the field of marketing communication that complement the academic component at Emerson College.

In addition to fulfilling the department and school core requirements, students majoring in Management Communication are required to take:

		Credits
CS 330	Principles of Management	4
CS 354	Writing for Marketing and Management Communication	4
PS 303	Organizational Behavior	4
And four electives from within the department:		
CS 203	Intercultural Communication	4
PS 370	Psychology of Management	4
CS 471	Topics in Management Communication	4
CS 499B	Internship in Management Communication	4
	Total Hours	40

COMMUNICATION STUDIES

The Communication Studies Program is designed for students interested in a diverse academic experience in the Department as preparation for specific careers, for further study at the graduate level and for future teaching in speech education. This program seeks to further the understanding, appreciation and practice of the skills required for artistic and critical effectiveness in oral and written communication.

Students in the Communication Studies Program must complete four oral communication courses as part of the General Education requirements or the departmental core requirements. In addition they must complete the following three courses as part of their major:

		Credits
MT 207	Statistics	4
CS 303	Survey Research Methods	4
CS 320	Communication Theory	4
	or	
CS 343	Rhetorical Theory: Audience Analysis	4
		12

In addition to fulfilling the department and school core requirements, each student, in consultation with the Chair, will design a 28-credit hour individual plan of study.

	Total Hours	40

MINOR PROGRAMS

The Department of Communication offers students the opportunity to pursue minors that are complementary to the major programs offered throughout the College. All minors require a minimum of 16 credits in the content area and must be developed in conjunction with the designated minor advisor. Specific requirements are detailed below:

Political Communication. This minor provides the student with an interdisciplinary background in communication, politics, and law. Students are required to take:

		Credits
PL 240	Introduction to Communication, Politics and Law	4

And three of the following courses:

PL 225	American Government and Politics	4
PL 332	Civil Rights	4
CS 370	Propaganda and Public Opinion	4
CS 471	Topics in Political Communication	4
CS 556	Communication in Social Change	4

History. Students are required to take:

		Credits
HI 102	Introduction to Western Civilization and Culture	4
	or	
HI 200	Introduction to the Contemporary World	4

And three other history courses.

Marketing Communication: Advertising and Public Relations. Students are required to take:

		Credits
CS 255	Principles of Marketing	4
CS 257	Principles of Public Relations	4
CS 259	Principles of Advertising	4
CS 354	Writing for Marketing and Management Communication	4

Management Communication. Students are required to take:

		Credits
CS 330	Principles of Management	4
CS 354	Writing for Marketing and Management Communication	4
PS 303	Organizational Behavior	4

And one of the following courses:

CS 203	Intercultural Communication	4
PS 370	Psychology of Management	4
CS 471	Topics in Management Communication	4

COMMUNICATION COURSES

CS 100 Fundamentals of Speech Communication 4 credits

An introduction to the basic concepts, theories and principles of oral communication as applied to a speaking situation. The course develops competence in oral communication through performance and critical analysis of student skills in a variety of speaking formats. Audience analysis, content discovery, communication strategies, arrangement of ideas, the use of evidence and reasoning to support claims, language and style, voice and other delivery skills and ethical considerations will be explored in this course. Fills the General Education Oral Communication requirement. (Fall, Spring)

CS 203 Intercultural Communication 4 credits

Analysis of readings in intercultural communication. The course focuses on verbal and nonverbal customs of various cultures as information from both a cultural and language perspective. Each semester focuses on specific topics or cultures. Background in other cultures helpful, but not essential. Course may be repeated once under a different topic. Fulfills the General Education Non-Western requirement. (Fall, Spring) (Communication Majors: This course cannot be used to fulfill both the General Education Non-Western Cultures requirement and a major requirement.)

CS 221 Communication Workshop 1 credit

This course meets the performance/practice requirement for the student interested in experiencing communication beyond the classroom. Emphasis is placed on developing competencies in various aspects of communication. Students develop communication skills in marketing communication strategy development/implementation in EmCom (a student-run marketing communication agency) and the Public Relations Student Society of America, political campaigns, campaign development in the American Advertising Federation competition, and performance in the Oral Interpretation Society. (Fall, Spring)

CS 255 Principles of Marketing 4 credits
This course is an introduction to marketing and processes for developing strategy directed at customers, consumers, and publics. The course focuses upon the delineation of marketing strategy and identification of target markets, actions necessary to the development of marketing communication strategies. Marketing communication elements including advertising, public relations, direct/database marketing, sales promotion, event management, and interactive marketing are explored and their implementation discussed. The course utilizes case studies and/or projects to emphasize the importance of a customer-centered orientation and the planning process, particularly as they affect the marketing communication process. Prerequisite: Sophomore standing. (Fall, Spring)

CS 257 Principles of Public Relations 4 credits
This course is an introduction to the field of public relations—its history, current practices and challenges, and future trends. The course covers the fundamentals of public relations including the relationship practitioners have with both internal and external publics who are affected by, and affect, an organization's actions. The course examines how public relations and publicity fit into the larger context of marketing communication from a strategic perspective. Students will learn about media relations, publicity, community relations, public and governmental affairs, financial relations, development and fund raising, and special events. Prerequisite: Sophomore standing and CS 255. (Fall, Spring)

CS 259 Principles of Advertising 4 credits
Advertising is any paid form of non-personal presentation and promotion of ideas, goods, or services by an identified sponsor. In this course, students will learn about advertising strategy including how to set advertising objectives, establish an advertising budget, determine the message to be disseminated, identify the media through which the message will be disseminated, and evaluate an advertising program. Students will be exposed to both the creative aspects of advertising as well as the managerial considerations inherent in the implementation of advertising strategy. Mini-projects and applications used in this course. Prerequisite: Sophomore standing and CS 255. (Fall, Spring)

CS 260 Interpersonal Communication 4 credits
An experience-based introduction to the concepts and skills of interpersonal communication, which include listening, feedback, self-disclosure, and relational communication as well as communication within groups and group behavior theories. The focus is on dyadic and small group communication processes and adjustments, problem solving, and decision making. Fulfills one of the School of Communication, Management and Public Policy's Oral Communication requirements. (Fall, Spring)

CS 262 Professional Communication 4 credits
Includes the study and practice of rhetorical argument, proof, ethics, style and delivery in performance and analysis of speeches. Projects include use of professional communication situations and video/audio aids and new technology to enhance the rhetorical effectiveness in message preparation, development and delivery. Fulfills one of the School of Communication, Management and Public Policy's Oral Communication requirements. (Fall, Spring)

CS 263 Critical Thinking and Argumentation 4 credits
An application of oral argument to a variety of formats such as constitutional oral argument (Supreme Court cases), criminal law (mock trial), advocacy of public policy (special interest group pleadings), cross-examination debate and the Lincoln-Douglas debate. This course is based on the belief that students need to practice their understanding of argumentative principles in a variety of formats which stimulate real life experiences. Students are encouraged to participate in intercollegiate debate and other forensic activities to sharpen their analytical and practical skills. Fulfills one of the School of Communication, Management and Public Policy's Oral Communication requirements. (Fall, Spring)

CS 264 Oral Presentation of Literature 4 credits
The study and oral performance of literature, poetry, prose and drama and the art of understanding and communicating a text's meaning to an audience is a major objective of this course. Fulfills one of the School of Communication, Management and Public Policies Oral Communication requirements. (Fall, Spring)

CS 265 Professional Voice and Speech 4 credits
This course helps the student to train his/her voice and develop a wide range of controls in pitch, volume, and quality to meet the voice and speech needs of journalism, public speaking, and interpretation. International students are encouraged to enroll in this class if they are interested in accent reduction. (Fall, Spring)

CS 302 Media Planning 4 credits
This course teaches the student about media research, planning, and buying. Target market analysis, research tools, media and vehicle analysis, buying techniques, negotiation, and computer applications are the areas of concentration in the course. Prerequisites: CS 257, CS 259. (Fall, Spring)

CS 303 Research Methods 4 credits
Students are introduced to the research process, from problem definition to survey design, sampling, data analysis, and interpretation of results. In addition, students will examine qualitative research (e.g., focus group interviews) and secondary data analysis. Students participate in a research project or application. Prerequisite: MT 207. (Fall, Spring)

CS 308 Design/Layout 4 credits
This course introduces students to the principles of design/layout in marketing communication strategies. Students learn conceptual and computer software skills (e.g., Adobe Photoshop, etc.) and the application of these skills through projects and portfolio development. Prerequisite: CS 259. (Fall, Spring)

CS 309 Copywriting 4 credits
This course focuses on developing and understanding the concept in the marketing communication strategy. Students learn elements of copywriting and test their skills through development of copy. All students can expect to have copywriting samples for their portfolios by semester end. Prerequisite: CS 259. (Fall, Spring)

CS 320 Communication Theory 4 credits
Investigation of contemporary approaches to building communication theory. Examination of current research and literature on communication in several contexts: mass, interpersonal, organizational, and intercultural. Discussion of theory-building options in communication. (Fall, Spring)

CS 330 Introduction to Management 4 credits
Modern concepts of management with a focus on the communication process, organizational systems, and dynamics of leadership. Managerial effectiveness and problem solving are explained through use of the case study. Prerequisite: Junior standing. (Fall, Spring)

CS 340 Sales Promotion/Special Event Management 4 credits
This course addresses a growing area of marketing communication that encompasses all of the non-recurring events that organizations use to affect behavior. Sales promotion encompasses special events, trade promotions (e.g., price discounts, feature advertising, in-store displays, trade shows), and consumer promotions (e.g., coupons, give-aways, exhibits, trade shows). Students learn how to develop and execute sales promotion activities. Prerequisite: CS 255. (Fall only)

CS 343 Rhetorical Theory: Audience Analysis 4 credits
Study of classical theorists of rhetoric on speaking and writing well. Emphasis on the practical application of classical theory to contemporary rhetorical situations. In-class oral performances and several written assignments required. (Fall, Spring)

CS 354 Writing for Marketing and Management Communication 4 credits
This course is a comprehensive survey of writing techniques for marketing and management communication. Writing assignments include news releases, brochures, speeches, visual presentations, company and governmental publications, press kits, memos, newsletters, public service radio and television spots, and Internet communications. Prerequisite: CS 255 or CS 340. (Fall, Spring)

CS 356 Media Relations 4 credits
This course will provide students with a broad understanding of media management, including: basic marketing and management communication documents, sources, interviews, spin, crisis communication, ethics, international media relations, interactive media strategies and analyses of current media-related issues. Prerequisite: CS 257. (Fall only)

CS 370 Propaganda and Public Opinion 4 credits
An introduction to theoretical, historical and contemporary issues related to mass media, public opinion, propaganda and audience analysis. Classical and modern conceptions of the public and the functions of public opinion are surveyed. Definitions and theories of propaganda are compared. Case studies of twentieth and twenty-first century propaganda are examined. Prerequisites: Junior standing and PL 240. (Fall only)

CS 404 Campaign Planning 4 credits
This course involves students in the development and execution of marketing communication strategies for an existing organization and/or brand. The spring semester course is designed around the American Advertising Federation's annual competition. Prerequisites: CS 257, CS 259, CS 303, and CS 354. (Fall, Spring)

CS 444 ISM: Entertainment and Arts Marketing 4 credits
The course examines marketing communication strategies used to solve problems or pursue opportunities in the arts and entertainment industries. Students must develop a marketing communication plan for an existing arts or entertainment organization. Industry professionals including the sponsor of this course, Ms. Irma Mann, judge student plans and select the best plan for an award. Prerequisites: Senior standing and CS 257 and CS 259. (Spring only)

CS 471 Topics in Communication 4 credits
Special topics in the respective program areas of marketing communication (section A), management communication (section B), and political communication (section C) are explored. This number is used for timely, hot topics in a variety of communication areas. Prerequisites: Senior standing for all sections; CS 257 and CS 259 for section A; CS 330, CS 354, and PS 303 for section B; PL 240 for section C. (Fall, Spring)

CS 498 Directed Study in Communication 2-4 credits
Individual academic projects are planned in collaboration with full-time faculty members to meet students' interests that are not satisfied by existing courses. Students must submit a proposal for study that includes learning objectives, evaluation methods, and a bibliography before a directed study is approved. All proposals must be approved in the semester preceding the semester in which the student wants to complete a directed study. This proposal cannot be a substitute for a course that is in the catalog. Prerequisites: Permission of faculty member and Chair of the Department of Communication. (Fall, Spring)

CS 499 Internship in Communication 2-8 credits

Students complete field work in the following areas of communication:

CS 499A	Internship in Political Communication
CS 499B	Internship in Management Communication
CS 499C	Internship in Marketing Communication

Course is offered Pass/Fail. Eight-credit internships are available only to Communication majors if approved by the internship coordinator and faculty advisor.

CS 556 Communication in Social Change 4 credits

This course explores the major political and social issues and rhetorical responses to the dominating controversial themes that characterize minority rhetoric, e.g., African-American, women, Hispanics, student protest groups. Special attention will be given to the rhetoric of agitation and control from an historical movement perspective. Students will learn about theories of collective behavior that contribute to an understanding of the rhetorical practices employed in minority movements throughout American history. This course fulfills the General Education U.S. Multiculturalism requirement. Prerequisites: Senior standing. (Fall only)

ECONOMICS COURSE

EC 203 Principles of Economics 4 credits

An introduction to the basic concepts, theories and principles of micro- and macroeconomics. Includes analysis of prices, output, and income distribution through the interaction of households and business firms in a free enterprise economy as well as the study of national economic performance factors such as national income and employment, monetary and fiscal policy, recession, government spending and taxation, and international trade and payments. Fulfills the Social Science option of the General Education requirement. (Fall semester)

HISTORY COURSES

HI 102 An Introduction to Western Civilization and Culture 4 credits

This course will discuss the significance of the Classical World, the transition from the Middle Ages to the Renaissance, the causes and consequences of the Reformation, the formation and growth of the modern world, the spread of popular democratic revolutions, and the impact of technology and totalitarian political systems on contemporary society. Throughout the course attention will be given to the role of historical personalities, the development of political and religious institutions, the dynamics of social and economic change, as well as the emergence of new developments in science and the arts. Fulfills the History option of the General Education requirements.

HI 200 An Introduction to the Contemporary World 4 credits

An imaginative attempt to treat the problems of contemporary civilization on a global scale. The course will integrate the political, social, intellectual, literary, and artistic aspects of the 20th century landscape. It will also cover such major themes as nationalism and the disintegration of empires, war and revolution, anti-colonial movements in Asia, Africa, and Latin America, and the efforts to construct a new world order. Fulfills the History option of the General Education requirements. (Fall or Spring Semester)

HI 201 History in the Non-Western World 4 credits
This course will examine history in a variety of non-Western contexts. The content will vary based upon the non-Western context selected for the semester. Students will focus upon historical events and the impact of these events for civilization in Asian, African, or Middle Eastern contexts. This course fulfills the History option and the General Education Non-Western Civilization requirement.

HI 204 Islam in the World 4 credits
An interdisciplinary study of the origins of Islam and the role of Mohammed, the global expansion of the faith, the theology and thought of the Koran and Moslem traditions, and forms of art and architecture generated by the teachings of the prophet. The course will focus on Saudi Arabia, Egypt, Morocco, and Iran. It will explore the impact of the renewal of Islam and its increasing role in the modern world. Fulfills the History option and the General Education Non-Western Civilization requirement. (Spring Semester)

HI 205 History of England 4 credits
The history of England from the Roman invasion. Emphasis is on the problems of church and state, the growth of Parliament, the common law, and the development of parliamentary government. The place of England in Europe and the rise and fall of its empire will be discussed. Fulfills the History option of the General Education requirements. (Fall semester)

HI 208 The World Since 1914 4 credits
The emphasis is on the Russian Revolution, Nazi Germany, Fascist Italy, the origins and events of World War II, the Cold War, and the Vietnam War. Fulfills the History option of the General Education requirements. (Spring Semester)

HI 211 African-American History 4 credits
A survey of sub-Saharan African history of the pre-colonial era, the impact of the slave trade and colonialism, nation-building in the mid-twentieth century, and the history of African-Americans from the slave trade through the Civil War to the present. Fulfills the History option and the General Education U.S. Multiculturalism requirement. (Spring semester)

HI 215 American Constitutional History 2 credits
A study of the Constitution of the United States, line by line. Draws on English and American histories to discover the origin and meaning of each of its provisions. Fulfills one half of the History option of the General Education requirements. (Spring Semester)

HI 219 History of the Far East 4 credits
This course will survey the development of China from a Neolithic society into the most powerful and cultured nation in the Far East. It will also trace the continuity of Japanese history and culture from the introduction of Buddhism through the watershed at the beginning of the Meiji period, as well as the acceptance of western technology and the dramatic development of Japan as a major force in the contemporary world. Fulfills the History option and the General Education Non-Western Civilization requirement. (Fall and Spring Semester)

HI 220 History of Russia and the Former Soviet Union 4 credits
Survey of Russia from the ninth century to the present. Emphasis is placed on the growth of revolutionary thought and action, the Revolution of 1917, and the establishment and development of a Communist regime. Fulfills the History option of the General Education requirements. (Semester varies)

HI 223 Renaissance and Reformation Thought, 1300-1600 4 credits
The creativity of the Renaissance and Reformation is presented through the new ideas of the great thinkers of the period. Included are the Italian Humanists, Petrarch and Machiavelli, and the Protestant Reformers, Luther and Calvin. Fulfills the History option of the General Education requirements. (Fall or Spring Semester; offered only at the Castle)

HI 230 History of the Bible 2 credits
A study of the Old and New Testaments. Examines the various authors of the Bible and traces the development of the idea of God from a primitive tribal war god to creator of the universe. Fulfills one half of the History option of the General Education requirements. (Spring Semester)

HI 231 Personality, Power and Politics 4 credits
A study of eight historical personalities (Napoleon, Bismarck, Lenin, Hitler, Gandhi, Mao Zedong, Mandela and Gorbachev) whose political ideas have contributed to the contemporary debate concerning the origins of the modern world. Special emphasis will be placed on leadership concepts, models and techniques, as they apply to the formation of mass political movements. The course will also make use of films, journalistic accounts and historical commentary to foster an interdisciplinary approach to the study of political issues and events. Fulfills History option of the general education requirements. (Fall or Spring semester)

HI 498 Directed Study in History 2 or 4 credits
Individual projects planned in collaboration with the instructor to meet students' specific interests within history. Prerequisite: Permission of instructor and department chair.

PHILOSOPHY AND RELIGION COURSES

PH 100 Ethics: A Socio-Political Perspective 4 credits

This course will examine ethics from a socio-political perspective. Fulfills the Non-Western requirement and the Ethics/Philosophy/Religion option and the General Education Ethics and Values requirement.

PH 104 Introduction to Western Philosophy 4 credits

An historical overview of major Western philosophers from the pre-Socratic through the medieval and modern periods to contemporary philosophical movements. Fulfills the Ethics/Philosophy/Religion option and the General Education Ethics and Values requirement. (Fall and Spring)

PH 105 History of Ethics 4 credits

This course provides an introduction to several of the most important theories on the nature of the good in human conduct. These theories belong to the western philosophical tradition, and include (at least) the work of Plato, Aristotle, Kant, Mill, and Nietzsche. This course fulfills the Ethics/Philosophy/Religion option and the General Education Ethics and Values requirement. (Fall and Spring)

PH 200 Contemporary Ethics 4 credits

Contemporary ethical issues such as abortion, euthanasia, capital punishment, and affirmative action are examined in light of major theories of ethics and morals from the history of western philosophy. This course fulfills the Ethics/Philosophy/Religion option and the General Education Ethics and Values requirement. (Spring Semester)

PH 203 Special Topics in Philosophy or Value Theory 4 credits

Topics will be announced prior to each term. May include such topics as: American Philosophy, Art and Politics, Media Ethics, Feminist Theory, Political Philosophy, and Philosophy and Literature. Fulfills the Ethics/Philosophy/Religion option and the General Education Ethics and Values requirement. (Fall Semester)

PH 204 Special Topics in Religion: Non-Western 4 credits

Topics will be announced prior to each term. May include such topics as: African religions, Buddhism, Taoism, and Confucianism.

PH 498 Directed Study 2 or 4 credits

This course is intended for students interested in advanced study in specific areas of philosophy or religion. Prerequisites: Completion of any Philosophy and Religion course below 300 and permission of the department chair.

POLITICAL SCIENCE COURSES

PL 101 Introduction to Political Science 4 credits

A survey of the 4 basic areas of study in political science: political theory, American government, comparative government, and international relations. The course provides a review of the beginning of political science in Western civilization. It also covers the political beginnings of American society to the present. An overview of the major political forms of government in the world today are also included. Fulfills the Social Science option of the General Education requirements.

PL 220 International Politics 4 credits
The course surveys the nature, techniques, and problems of interaction among states. Emphasis is given to the development of the modern state system, the evolution of alliances and collective security, and the role of law, morality, and international organizations. The course will analyze, in depth, the history of America's involvement in the international relations of the twentieth century. Fulfills the Social Science option of the General Education requirement. (Fall Semester)

PL 225 American Government and Politics 4 credits
The American political system including national, state and local government, Constitutional foundation, citizenship, civil liberties, public opinion, political parties, the electoral system and the legislative process. The course will examine in detail the judicial history of these issues. In particular, the role of the Supreme Court will be studied indepth. Fulfills the Social Science option of the General Education requirement. (Fall and Spring)

PL 240 Introduction to Communication, Politics and Law 4 credits
This interdisciplinary course is designed to introduce students to the political-legal communication field. Emphasis is placed on our legal system and constructing and communicating arguments. Fulfills the Communication, Politics, and Law option of the General Education requirement. (Fall and Spring Semester)

PL 328 Political Thought 4 credits
An analysis of the evolution of political theory from early Greece to the present. Emphasis is placed on the formation of the Western political tradition and the relationship of political theory to the development of absolutism, constitutional monarchy, liberal democracy and socialism. The course will also address the issues of idealism and realism in political thought, individual rights versus the needs of the collective, and the relation of these considerations to the emergence of totalitarian political ideologies.

PL 332 Civil Rights 4 credits
The course is a review of the United States Constitution, congressional legislation and Supreme Court cases affecting and controlling minority rights from 1776 to the present. Fulfills the Social Science option and the General Education U.S. Multiculturalism requirement. (Fall Semester)

PL 333 The First Amendment 4 credits
A study of law relating to communication in the United States. Includes the First Amendment, the Federal Communication Commission and political speech. Fulfills the Social Science option of the General Education requirement. (Spring Semester)

PL 498 Directed Study in Political Science 2 or 4 credits
Individual projects planned in collaboration with the instructor to meet students' specific interests within the Political Science. Prerequisite: Permission of instructor and department chair.

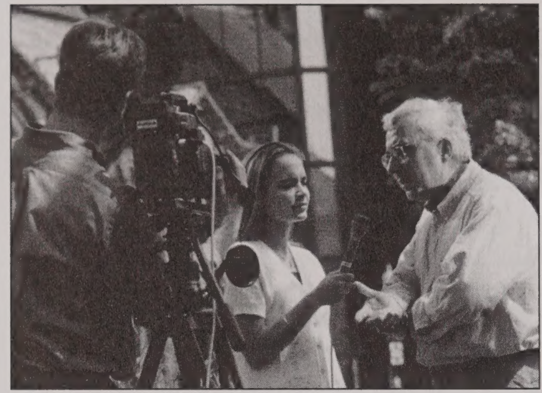
SOCIOLOGY COURSES

SO 150 Principles of Sociology 4 credits
The study of human beings in a group context, stressing varieties and experiences in social structures, values and interaction through specific vocabulary, concepts and methods designed to develop knowledge of the discipline. Overview of contemporary culture and utilitarian relevance in a student's communicative specialty. Fulfills the Social Science option of the General Education requirements. (Fall and Spring semesters)

SO 330 Communities and Race Relations 4 credits
A study of racial and group tensions and aggressions. The pattern of group living is contrasted with the development and reasons for prejudice. The course will include an historical view of all ethnic groups who entered the United States, as well as an in-depth view of Native Americans. Modern minority issues will also be included, such as women's rights, gay rights and Spanish-speaking people's rights. Fulfills the Social Science option and the General Education U.S. Multiculturalism requirement. (Spring Semester)

SO 352 The Family and Sexual Communication 4 credits
A seminar study of contemporary dynamics in domestic and interpersonal relations covering the development of sexual awareness, courtship, cohabitation, marriage, family life, and child rearing. Exploration of themes such as meaning of sexuality and gender, myths, illusions, and irrationalities, the construction and imperatives of love, marital expectations and fulfillment, manipulation, conflict, and power exchanges, patterns of congruency and coping, and creating redefinition and reconstruction. Emphasis is placed on self-analysis of life style skills and change. Fulfills the Social Science option of the General Education requirement. (Fall Semester)

SO 498 Directed Study in Sociology 2 or 4 credits
Individual projects planned in collaboration with the instructor to meet students' specific interests within the Social Sciences. Prerequisite: Permission of instructor and department chair.



DEPARTMENT OF JOURNALISM

Professor Paraschos; Associate Professors Della-Giustina and Lanson (Chair); *Assistant Professors Kolodzy, Lane, Robins and Stepno; Lecturer Sears.*

MISSION

The Department of Journalism is committed to educating journalists who can bring intelligence and context to the complex issues facing our diverse world. Its faculty members are dedicated to molding ethical journalists, capable of developing original and significant stories, and of reporting, synthesizing, analyzing and writing the news in ways that increase public understanding and awareness.

CURRICULUM

The department has designed a curriculum that weds theory and practice, criticism and application, and a liberal arts foundation with rigorous professional training.

Students learn by studying in the classroom and by doing in the field. The faculty is dedicated to producing graduates who leave the college with both an understanding of the role of journalism in society and a professional portfolio demonstrating their skills.

Those majoring in journalism specialize in either print or broadcast.

But, recognizing the rapid pace at which media are evolving, the department requires students to take an integrated core curriculum that exposes them to ways in which all media are converging and new media are redefining the concepts and delivery of news. In addition to teaching journalistic skills, the curriculum examines the historical development of contemporary mass media; the legal, ethical and cultural framework within which journalists operate; and the impact of new technologies on the professional and business climate of news.

Students are encouraged to participate in campus and professional media through co-curricular activities and internships. Among those outlets available on the Emerson campus are the school newspaper, *The Berkeley Beacon,* and the news programs of WECB (AM), WERS (FM), WEBN and Emerson Independent Video. Students educated in journalism have found careers in television and radio news, newspapers, online news sites, magazines, newsletters, non-profit public relations and corporate business communication.

The curriculum seeks to achieve these goals:

1) To assure that students complete a broad-based core of liberal arts courses that give them a foundation of understanding about the world in which they live and the curiosity to learn more about it.

2) To ground students in the traditions of journalism and to help them explore contemporary challenges to those traditions.

3) To teach students how to think critically and to write clearly and in context.

4) To teach students how to gather and analyze information accurately, efficiently and intelligently in an increasingly technological world.

5) To develop students' respect for diversity and individuality in order that their reporting can reflect a society of varied lifestyles and cultures.

PROGRAMS

Students pursuing a Bachelor of Science degree in Journalism must complete 44 credit hours. All students must complete the following:

JR 101	Discovering Journalism	4 credits
JR 102	The Newsgathering Process	4 credits
JR 200	The Images of News: Words, Pictures & Sound	4 credits
JR 290	Journalism Law & Ethics	4 credits
PL 225	American Government	

(Journalism majors are required to take PL 225 to satisfy one of their General Education requirements in History, Social and Behavioral Sciences. It does not count toward the 44 credit hours required in the major).

Students specializing in Print Journalism also must complete: JR204, Print Reporting: Covering the Day's News; JR304, New Media Reporting; JR404, News Editing and Design; and one of two culminating or "capstone" courses, JR 590, Online Publishing, or JR592, Public Affairs Reporting. In addition, students must take a total of 12 credit hours in departmental electives. At least four of these hours must be in a craft, or skills-based, elective, and at least four must be in a conceptual, or lecture/discussion-based, elective.

Print craft electives include: JR364, JR452, JR497, JR498, JR499, JR555 and JR560.

Conceptual electives include: JR485, JR570, JR571, JR574, JR576.

Students specializing in Broadcast Journalism also must complete: JR205, Broadcast Journalism; JR305, Radio Producing; JR418, Television News Producing, JR419, Electronic News Gathering, and one of three capstone courses, JR590, Online Publishing; JR591, Broadcast Journalism Practicum; and JR592, Public Affairs Reporting. In addition, students must take eight credit hours in departmental electives.

BJ electives include: JR304, JR364, JR452, JR485, JR497, JR498, JR499, JR555, JR560, JR561, JR570, JR571, JR574, JR576.

SUGGESTED SEQUENCE OF COURSES FOR UUNDERGRADUATE MAJORS

PRINT JOURNALISM SEQUENCE

Freshman Year		Credits
JR 101	Discovering Journalism	4
JR 102	The Newsgathering Process	4
Sophomore Year		
JR 200	The Images of News: Words, Pictures, Sound	4
JR 204	Print Reporting: Covering the Day's News	4
JR 290	Journalism Law & Ethics	4
Junior Year		
JR 304	New Media Reporting	4
JR 404	News Editing and Design	4
One Journalism elective		4
Senior Year		
JR 590	Online Publishing	4
	or	
JR 592	Public Affairs Reporting	
Two Journalism electives		8

BROADCAST JOURNALISM SEQUENCE

Freshman Year		Credits
JR 101	Discovering Journalism	4
JR 102	The Newsgathering Process	4
Sophomore Year		
JR 200	The Images of News: Words, Pictures, Sound	4
JR 205	Broadcast Journalism	4
JR 290	Journalism Law & Ethics	4

Junior Year

JR 305	Radio Producing	4
JR 418	TV News Producing	4
One Journalism elective		4

Senior Year

JR 419	Electronic News Gathering/Reporting	4
JR 590 (Online Publishing), JR 591 (Broadcast Journalism Practicum) or JR 592 (Public Affairs)		4
One Journalism elective		4

MINOR PROGRAM

The Department of Journalism offers students majoring in other programs of the College the opportunity to pursue a minor in Journalism. A minor requires a minimum of 16 credits.

Journalism Minor: Students should take the following.

JR 101	Discovering Journalism
JR 102	The Newsgathering Process
JR 200	The Images of News: Words, Pictures & Sound
One other Journalism course	

JOURNALISM COURSES

JR 101 Discovering Journalism 4 credits

A critical inquiry into the nature and function of news in a democratic society. The course offers an analytical and historical overview of print, broadcast and online news organizations. Students study the First Amendment, examine parallels between issues raised by the explosion of online journalism and earlier periods in journalistic evolution, and explore other issues confronting the contemporary journalist. In looking at how news has evolved, the class also will explore some of the ethical issues at the foundation of the journalist's craft.

JR 102 The Newsgathering Process 4 credits

Students learn to identify, focus and find news; to conduct background and records research, both online and in the library; to find sources and measure their reliability and authoritativeness; and to interview effectively, both for print and broadcast. They also are introduced to writing leads and structuring stories for print, broadcast and online news, and to the relationship between words and visuals in various media. Journalistic standards such as accuracy, fairness and style are emphasized. Prerequisite: JR101 for freshmen. (This is a co-requisite for transfers.)

JR 200 The Images of News: Words, Pictures & Sound 4 credits
This class provides students with a framework for understanding the power of sound and images and how they can be used in conveying the news. Students will be exposed to still photography, audio recording, videography and html as they relate to the presentation of news. Students will develop stories for audiences in radio, television, print and online to understand differences in the way the same story can be told in different media. Prerequisite: JR102. Taken concurrently with JR204 or JR205.

JR 204 Print Journalism: Covering the Day's News 4 credits
The course emphasizes the skills needed to report and write basic print stories on deadline. Students will be assigned a variety of event- or report-based stories, including coverage of speeches, meetings, protests, press conferences, budgets, police reports and court filings. They will be expected to research and report these stories thoroughly and to file clear, concise, accurate stories on deadline. During the second half of the semester, students will be introduced to techniques of short-form feature writing and will be encouraged to develop enterprise approaches to breaking news stories. Prerequisite: JR102, co-requisite JR200.

JR 205 Broadcast Journalism 4 credits
This class is devoted to sharpening student skills in writing for radio and TV news. Students also are introduced to radio beat reporting and further develop interviewing skills for the broadcast media. Students critically evaluate newscasts and are introduced to the components of producing them. Laboratory experience includes work within the WERS newsroom. Prerequisite, JR 102, co-requisite, JR200.

JR 290 Journalism Law & Ethics 4 credits
A critical examination of the American legal system and its relationship to the press. Students will gain an understanding of journalists' rights and their ethical responsibilities. The class will provide students with a foundation of case law that defines what journalists are allowed to do and the means for reaching ethical decisions in gray areas outside the boundaries of law. Students also will be introduced to the structure and processes of federal and state courts. Prerequisite: JR101.

JR 304 New Media Reporting 4 credits
This course emphasizes the skills needed to define and originate news in a specific, geographic or subject "beat" area and to report and write/produce those stories in forms suitable for online news readers. Lecture material will emphasize techniques in online story-telling, interactivity and precision journalism, from evaluating poll data to analyzing statistics through basic computer-assisted reporting. The class will work closely with editors and producers in JR590, Online Publishing, to determine which stories will be published and in what format. Prerequisite: JR: 204 or JR205.

JR 305 Radio Producing 4 credits
In this intensive course, students produce, write and anchor radio newscasts in class. They conduct in-depth analyses of writing, story selection, agenda setting and the gate-keeping processes. They also learn how to format, to include sound in newscasts and to manage time. Prerequisite: JR205.

JR 346 *The Berkeley Beacon* Laboratory 1 non-tuition credit
Post-production critique and evaluation of specified reporting and editing assignments on the College newspaper, *The Berkeley Beacon*. Credit is awarded after term-end evaluation by the instructor. May be repeated up to four credits. Course is offered Pass/Fail. Does not count toward the Print Journalism Major. Prerequisite: Permission of instructor.

JR 364 Specialized Reporting 4 credits
Print and broadcast students will be able to enroll in a variety of specialized and beat-reporting classes such as sports reporting, investigative reporting, computer-assisted journalism, science and health reporting, and economic reporting. One section of specialized reporting will be offered each spring. Prerequisite: JR204 or 205.

JR 404 News Editing and Design 4 credits
This course emphasizes the craft of refining news copy and the judgment needed to select and package the news. Students edit stories for content, structure, word usage and story flow; they write headlines, and they design pages for a newspaper or web site. The class will explore issues of style, bias, stereotyping, fairness and taste. They also will learn appropriate software needed to design pages. Prerequisite: JR304.

JR 418 TV News Producing 4 credits
Working in teams and rotating assignments, students learn to format, write and produce a television newscast on deadline in a live laboratory setting. Prerequisites: JR305 or permission of the instructor.

JR 419 Electronic News Gathering/Reporting 4 credits
Working in the field, students develop reporting and interviewing skills, visual acuity, writing skills and general TV performance abilities. Special emphasis is placed on research and analysis of news stories and the technical aspects of ENG shooting and reporting. Prerequisite: JR305 and JR418. Can be taken concurrently with JR418 with permission of the instructor.

JR 452 Review and Editorial Writing 4 credits
As part of this intensive writing course, students study the content and approach of expository writing styles used in reviews and editorials. Participants in the class write a variety of reviews, editorials and pieces of criticism. Offered alternate spring semesters. Prerequisite: JR204 or 205 or permission of instructor.

JR 482 The *Berkeley Beacon* Management 4 credits
This course is available only to students appointed to top editorial positions at the *Berkeley Beacon* newspaper. It does not apply to the journalism major. Assignments include journal writing, critiques of the paper and discussions of problems in management. Prerequisite: Nomination to the position of editor or managing editor.

JR 485 Journalism Topics 4 credits
Topics will explore various aspects of journalism theory and practice and is reserved for courses being introduced on a one-time or developmental basis. Prerequisites will vary with topic.

JR 497 Directed Projects 2 to 4 credits
Special learning opportunities are designed to allow a student to work closely with a faculty member on a creative project not realizable through existing courses. The College cannot guarantee logistical support for such projects, and equipment and facilities may need to be procured at the student's expense. Prerequisites: satisfactory completion of the first two skills courses in either the print or broadcast journalism sequence. Permission of instructor and chair.

JR 498 Directed Study 2 to 4 credits
Special learning opportunities designed to allow a student to work closely with a faculty member on a scholarly project. Permission of instructor and chair.

JR 499 Internships 2 or 4 credits
Students may apply four internship credits toward the journalism major. Internships, typically at a radio station, TV station, newspaper, magazine or online news site, must be journalistic in nature and must be cleared in advance by the department's internship coordinator. Students are supervised by an approved full-time employee of organization at which they work and by the internship coordinator. Regardless of the credit hours, students enrolled in an internship are expected to work 15 hours per week throughout the semester. Students will be expected to keep a journal of their activities and to meet periodically with the internship advisor. Prerequisite: Junior standing, a grade point average of 2.7 or above, a recommendation from a journalism instructor and completion of the appropriate second-level production or reporting course. Course is offered Pass/Fail.

[Senior standing required for all 500 level courses.]

JR 555 Reporting Issues of Cultural Diversity 4 credits
Students analyze and discuss writings and perspectives necessary for journalists to understand and report news in the culturally diverse society of the 21st century. They then apply these lessons in reporting, planning, writing and/or producing news stories or packages that explore societal issues of diversity. Offered alternate

fall semesters. Fulfills the General Education U.S. Multiculturalism requirement. Prerequisite: JR204 or 205 or permission of instructor.

JR 560 Feature Writing 4 credits
Students research, organize, write and market feature articles for publication in newspapers and magazines. The course emphasizes techniques for finding and focusing stories, interviewing in depth, observation and story-telling. Students analyze and apply a variety of approaches. Offered annually in the fall. Prerequisite: JR204 or 205 or permission of the instructor.

JR 561 Television News Magazine & Documentary 4 credits
Students experience the demands of producing documentary and long-form pieces for broadcast and cable television. They develop an understanding of the use of archival resources and documentary research methods. Effective management practices for the control of budgets, equipment and the direction of personnel also are explored. Offered alternate fall semesters. Prerequisites: JR205 and 305 or permission of instructor.

JR 570 Global Journalism 4 credits
A comprehensive analysis of media in other countries. Includes studies of international organizations and trans-border information flow and communication. Fulfills the General Education non-Western requirement. Offered spring semester.

JR 571 Newsroom Management 4 credits
Two approaches to this course will be offered. In one, students focus on the range of issues faced by media managers. These include operations, personnel recruiting, training and evaluation, newsroom skills development, ratings, budget control, use of new technologies and planning. In the other students focus more directly on women and media management, conducting case studies and developing career strategies and leader profiles. Offered alternate spring semesters.

JR 574 The Press and Propaganda 4 credits
A history of propaganda and its relationship to journalism. The course looks at propaganda during war, in political campaigns and in coverage of business and entertainment. Offered alternate fall semesters.

JR 576 The New Roles of Audience & Community 4 credits
This course will take students beyond the “mass audience” to look at the audience and its role in civic journalism, community journalism, interactive journalism and publishing online. Offered alternate fall semesters.

JR 590 Online Publishing 4 credits

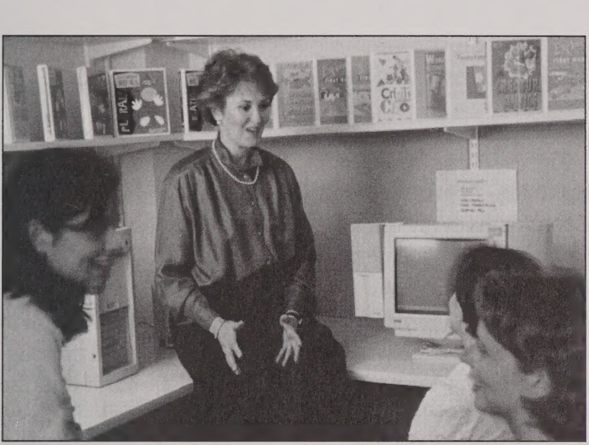
Students choose, edit, produce and post stories to an ongoing journalism news web site of their design. The course weds issues of law, ethics, content, style, depth and breadth as students grapple with ways of presenting news in different layers online and of involving audience in interactive dialogue. Participants in the course can do original reporting but the emphasis is on working with broadcast, print and online students in other classes to improve their stories and to present them in a manner suitable for the Web. Prerequisite: JR404 or 419 and senior status.

JR 591 Broadcast Journalism Practicum 4 credits

Students are given the opportunity to develop ENG or producing skills at an advanced level with the goal of putting together a professional portfolio by semester's end. In addition to completing a body of work, students are expected to engage in depth research and critical analysis. Prerequisite: JR419 and senior status.

JR 592 Public Affairs Reporting 4 credits

This class exposes students to the challenges of depth reporting about issues of government and civic life. Students will prepare print, online and radio news reports related to Massachusetts state government and Boston city government for outlets throughout the state. In addition to preparing a portfolio of their best work, students will keep a journal, critique professional coverage in their area of interest and, through reading, lectures and field trips gain some expertise in the workings of state and city government. Prerequisite: JR404 or 419 and senior status.



SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS

Professors Amato, Corea, and Maxwell; Associate Professors Bartlett (Interim Chair); *Montepare and Satake; Assistant Professors Boone, Hankin, Rosenthal and Wilkinson; Undergraduate Coordinator Lipschultz; Emeritus Professor Luterman*

MISSION

The School of Communication Sciences and Disorders is committed to leadership and excellence in its education of Emerson students. The School encompasses the Department of Communication Sciences and Disorders with baccalaureate, master's and doctoral degree programs in Communication Sciences and Disorders as well as area studies in the academic disciplines of Mathematics, Science and Psychology. Education in all these disciplines is designed to emphasize logical thinking, rational inquiry, ethical behavior and the application of relevant technologies in the context of the highest standards of academic integrity. The School is dedicated to fostering among its students appreciation of and respect for the diversity of human cultures along with the relevance of this diversity to the School's fields of study.

The faculty of the School of Communication Sciences and Disorders is committed to the following goals:

- To provide students with those courses that meet the needs of study in the basic communication processes, science, mathematics and psychology.

- To provide scientific orientation to the study of communication, to engage students in logical thinking and rational inquiry in their areas of study within a framework of ethical decision making and respect for human diversity.

PROGRAMS

The purpose of the undergraduate degree program in Communication Sciences and Disorders is to provide students with intensive academic preparation in the basic human communication processes. This preparation includes courses related to normal aspects of speech, language and hearing, the anatomical structures and scientific bases of speech production, American Sign Language, and instruction in scientific principles and the variety of disorders of speech, language, and hearing. In addition, students will be guided to take appropriate courses in math and the sciences, including behavioral and social sciences which satisfy both the general education requirements of the College and the American Speech, Language, Hearing Association's standards. The undergraduate degree program is designed to prepare students for eventual graduate study in speech-language pathology, audiology, or related areas, to prepare them for paraprofessional employment, or to help students make decisions concerning future graduate study in this and other fields.

The School of Communication Sciences and Disorders has a cooperative, cross-registration program with Wheelock College in Boston. A student can take up to 12 credits of course work at Wheelock College in Early Childhood Education, Elementary Education or Social Work. These courses would be elective and count toward the 128 you need to graduate from Emerson College.

The faculty of the undergraduate degree program in Communication Sciences and Disorders is committed to the following goals:

- To provide scientific orientation to the study of communication and to advise students concerning the basic science courses necessary for professional preparation in the field.
- To provide students with introductory information on disorders of speech, language, and hearing that can be used as a background for graduate study in speech-language pathology or audiology.
- To provide students with the opportunity to complete observations of speech, language, and hearing service activity, and to obtain the documented hours of observation required prior to clinical practicum at the graduate level of study in the profession.
- To provide clinical opportunities for students as apprentices to graduate student clinicians or as interns in off-campus clinical settings which enable them to begin acquiring basic clinical skills related to their level of academic preparation and pre-professional training.

Undergraduate students majoring in Communication Sciences and Disorders become candidates for the Bachelor of Science degree. Transfer students entering Emerson later than the first semester of the junior year should expect to enroll for at least an additional term to meet degree requirements.

The Communication Sciences and Disorders degree programs operate the Naomi Stroh Institute for Speech and Hearing, the Robbins Speech, Language and Hearing Center, the Thayer Lindsley Parent-Centered Nursery for the Hearing Impaired, the Early Childhood Communication Center, The Center for Acquired Communication Disorders, Oral Sensori Motor Program, Mind/Body Fluency Program and house the Children's Hospital Group Language Therapy Program. These facilities provide speech, language, and hearing services to children and adults in Boston and surrounding communities and to students, faculty, and staff in the College who may be in need of assistance.

Students in the undergraduate degree program complete observational experiences within the Department as part of the required course work for individual courses. Upper-level students may choose to participate in a field experience designed to match their clinical or research interests. This elective provides students the opportunity to interact directly with communicatively impaired people. The experience also allows students to learn about the types of services provided in various agencies through contact with speech-language pathologists, audiologists or other professionals working in the field. Seniors may also serve as apprentices to a graduate student clinician, assisting him or her with a client with a speech-language disorder within the Robbins Speech, Language and Hearing Center.

TEACHER EDUCATION/CERTIFICATION PROGRAM

We encourage students to prepare for eventual certification in Massachusetts as a Teacher of Students with Speech, Language, and Hearing Disorders (all levels). A master's degree is required for full certification. It is advisable for undergraduates who plan to seek teacher certification to complete a course in Developmental Psychology, covering human development from birth through adolescence.

The graduate curriculum in the Department of Communication Sciences and Disorders offers a Massachusetts Department of Education-Approved program leading to Provisional Certification with Advanced Standing as a Teacher of Students with Speech, Language and Hearing Disorders (all levels, pre-K through grade 12). Standard Certification is earned after successful completion of the post-master's Clinical Fellowship.

COMBINED BACHELOR'S/MASTER'S PROGRAM

High school seniors with outstanding academic records may apply for a 6 year, combined Bachelor's and Master's program in Communication Sciences and Disorders. Applicants who score at least 600 on both the Verbal and Math sections of the SAT's, and who have a GPA of 3.5 or above are eligible for consideration. An interview is also required. If selected for this program, students would need to maintain a GPA of 3.4 or above throughout their four years at Emerson College and then would be offered admission to the Master's degree program once they had obtained their Bachelor's degree. Interested students should contact Shelley

Lipschultz, Undergraduate Coordinator for the School of communication Sciences and Disorders (617-824-8314), at the time of application.

Degree Requirements for Bachelor of Science

The major in Communication Sciences and Disorders is 40 credit hours and consists of:

CD 162	American Sign Language I
CD 193	Introduction to Communication Disorders
CD 233	Phonetics
CD 234	Anatomy and Physiology of the Speech and Hearing Mechanisms
CD 301	Language Acquisition
CD 312	Survey of Speech Disorders
CD 313	Survey of Language Disorders
CD 403	Speech Science and Instrumentation
CD 467	Principles and Procedures in Audiology
CD 468	Aural Rehabilitation

Students in Communication Sciences and Disorders are advised to take PS 333 Developmental Psychology as one of their General Education requirements as well as a science offering that satisfies the academic requirements for the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association. It is also recommended that students take a statistics course. CD 153 Images of the Disabled is recommended to satisfy the General Education Multicultural Perspectives/U.S. Multiculturalism course requirement.

SEQUENCE OF COURSES FOR UNDERGRADUATE CSD MAJOR

Freshman Year		Credits
CD 162	American Sign Language I (CD162 can be taken Freshman or Sophomore year)	4
CD 193	Introduction to Communication Disorders	4
Sophomore Year		
CD 233	Phonetics	4
CD 234	Anatomy and Physiology of the Speech and Hearing Mechanisms	4
Junior Year		
CD 301	Language Acquisition	4
CD 312	Survey of Speech Disorders	4
CD 313	Survey of Language Disorders	4
Senior Year		
CD 403	Speech Science and Instrumentation	4
CD 467	Principles and Procedures in Audiology	4
CD 468	Aural Rehabilitation	4
	Total	40 Credits

MINOR PROGRAMS

Students wanting a minor in Communication Sciences and Disorders have four options:

Hearing and Deafness Minor

CD 162	American Sign Language I (Students who wish to use CD 162 toward satisfying the General Education World Language requirement may substitute CD 153 Images of the Disabled for CD 162 in the major.)
CD 208	American Sign Language II
CD 467	Principles and Procedures in Audiology
CD 468	Methods in Aural Rehabilitation

Brain and Language Minor

SC 270	The Brain and Human Communication
CD 162	American Sign Language I (or ASL II, with permission of instructor)
CD 301	Language Acquisition
CD 313	Survey of Language Disorders

Psychology Minor

Students wanting a minor in psychology will take a sequence of four courses in psychology, three of which must be taken at Emerson.

Science Minor

The School of Communication Sciences and Disorders offers students majoring in other programs of the college the opportunity to pursue a minor in science. A Minor in Science requires a minimum of four courses, three of which must be taken at Emerson and must be developed and approved by the science coordinator in the School of Communication Sciences and Disorders. All minors must include courses in at least two of the following areas:

Human Biology

SC 202	The Human Body
SC 203	Nutrition and Human Health
SC 270	The Brain and Human Communication

Physical Sciences

SC 206	Weather and Global Climate Change
SC 208	Earth Science and Natural Disasters
SC 231	Physics for the Media

Multidisciplinary Courses

SC 205	Environment and Mankind
SC 204	The Origins of Life and Evolution
SC 280	Science and Society
SC 305	Ecology and Global Environmental Change

COMMUNICATION DISORDERS COURSES

CD 153 Images of the Disabled 4 credits

A study of how the disabled are portrayed in film, theatre, and literature in contrast with the realities of society. This course examines the issue of disability as a culture and, as such, realities of society. Fulfills the General Education Multicultural Perspectives/U.S. Multiculturalism requirement. (Fall Semester)

CD 162 American Sign Language I 4 credits

This course will concentrate on an introduction to American sign language and American deaf culture. Students will be introduced to commonly used signs and basic rules of grammar. The course will also explore information related to the deaf community, interaction between deaf and hearing people, and deaf education. Fulfills the General Education World Languages requirement. (Fall and Spring Semesters)

CD 193 Introduction to Communication Disorders 4 credits

The role of the professional speech-language pathologist and audiologist will be explored through presentations by faculty and guest speakers who describe their various work experiences in the field. Students will view videotaped diagnostic and treatment sessions as a way of beginning to familiarize themselves with clinical terminology and procedures. (Fall Semester)

CD 208 American Sign Language II 4 credits

This course will continue to expand on receptive and expressive skills in ASL with a concentration in developing use of classifiers and the role of spatial relationships. Prerequisites: American Sign Language (level I or equivalent); permission of instructor required. Fulfills the General Education Multicultural Perspectives/World Languages requirement. (Fall and Spring Semesters)

CD 233 Phonetics 4 credits

Study of clinical phonetics including an overview of linguistic phonetics, speech production, and acoustic phonetics. Students will learn the discrimination skills needed to analyze and transcribe vowels, diphthongs, and consonants using the International Phonetic Alphabet. Students will also learn to indicate allophonic variations of speech sounds and suprasegmental characteristics of speech using diacritics. (Fall Semester)

CD 234 Anatomy and the Physiology of the Speech and Hearing Mechanisms 4 credits

Study of the structure of the biological systems that underlie speech, language, and hearing with an emphasis on the processes of respiration, phonoation, resonances, articulation, and audition, and their neural control. Clinical disorders are used to elucidate malformation and dysfunction of these normal processes as substrates for human communication. (Spring Semester)

CD 301 Language Acquisition 4 credits
A study of the theoretical and practical aspects of the language learning process and its relation to other aspects of cognitive and social development. The course includes discussion of the development of speech and language skills throughout the life span, from birth to adulthood. (Fall Semester)

CD 312 Survey of Speech Disorders 4 credits
This course provides students interested in the field of speech language pathology with a basic understanding of disorders of human communication. The nature of communication disorders associated with speech sound disorders, neurogenic speech disorders, voice, fluency and alternative and augmentative communication are discussed. Issues related to assessment and intervention are addressed primarily through lecture, audio-visual presentations, case studies and class discussion. In addition, students observe diagnostic and therapy sessions toward completion of the 25 hours required by the American-Speech-Language-Hearing Association. Students are required to abstract and integrate information from clinical observations into thoughtful, well written case study and clinical observation reports. Prerequisite: Anatomy and Physiology of the Speech and Hearing Mechanisms. (Fall Semester; writing intensive course)

CD 313 Survey of Language Disorders 4 credits
This course provides students interested in the field of speech language pathology with a basic understanding of disorders of human communication associated with developmental and acquired language disorders. Issues related to assessment and intervention continue to be addressed primarily through lecture, audio-visual presentations, case studies, and class discussion, and observation of diagnostic and therapy sessions. Students are required to complete a review of the literature paper in accordance with the Publication Manual of the American Psychological Association. Prerequisite: Language Acquisition. (Spring Semester; writing intensive course)

CD 403 Speech Science and Instrumentation 4 credits
An integrative treatment of concepts in the physics of sound, acoustic and physiological phonetics, and speech perception. Students will have direct experience in the use of laboratory instrumentation for displaying and analyzing speech signals. Prerequisites: Phonetics; Anatomy and Physiology of the Speech and Hearing Mechanisms. (Spring Semester)

CD 467 Principles and Procedures in Audiology 4 credits
Detailed anatomy of the ear with an overview of the physics of sound and current medical and audiologic management of hearing loss. The course covers pure tone and speech audiometry along with audiogram interpretation, a brief review of hearing aid design and fitting procedures, as well as other assistive listening devices. (Fall Semester)

CD 468 Methods in Aural Rehabilitation 4 credits
Review of the educational theories underlying education of the deaf and rehabilitation procedures for hearing-impaired children and adults. Students will be expected to participate in guided observation of therapy. Prerequisite: Principles and Procedures in Audiology and Lab. (Spring Semester)

CD 498 Directed Study in Communication Disorders 2-4 credits
Individual study in communication disorders. An honors section of this course is open to students with appropriate academic credentials and permission of advisor. Permission of instructor and School Dean.

CD 499 Field Experience in Speech, Language and Hearing 2-4 credits
Four to eight hours per week are spent directly involved in settings where there is ongoing clinical or research activity involving children or adults with speech, language or hearing problems. Open to seniors with permission of the field experience coordinator.

MATHEMATICS COURSES

All of the following mathematics courses fulfill the General Education Mathematics requirement.

MT 102 College Mathematics 4 credits
This course provides students with a thorough study of college-level mathematics concepts and principles. The course starts with a brief review of algebra, succeeded by study of the following topics: sequences and series, number theory, probability, statistics and logic. (Fall and Spring)

MT 106 Business Mathematics 4 credits
Students undergo a thorough study of mathematical methods in business and management. A brief review of basic algebra will be followed by topics such as functions and graphs; mathematics and monetary matters (interest, discount, present value, amortization); investments and elementary linear programming. (Fall and Spring)

MT 200 College Algebra 4 credits
This course provides a thorough treatment of the concepts of algebra. It includes a review of fundamental topics, such as factoring, inequalities, functions and graphs, and systems of linear equations. This is followed by consideration of the standard material on first and second degree equations and selected topics such as matrix algebra and sequences series. (Spring Semester)

MT 207 Statistics 4 credits
An introduction to statistics with application to communication, social and behavioral sciences. Topics include the nature of statistical methods, descriptive statistics, probability distribution and the normal curve, correlation, hypothesis testing, and basic parametric and nonparametric tests. (Fall and Spring)

MT 208 Calculus I 4 credits
The course covers fundamentals of differential and integral calculus. The topics include limits and continuity, the derivative and techniques of differentiation, the mean value theorem, the definite integral, various integration techniques, logarithmic and exponential functions, and applications of calculus to the behavioral and social sciences. An SAT Math score of 600 or above or the equivalent MSI (administered during Orientation Week) score will be used for placement in this course. A minimum of three years of high school mathematics is required. (Fall Semester)

PSYCHOLOGY COURSES

All of the following psychology courses fulfill the General Education History, Social and Behavioral Sciences requirement.

PS 101 Introductory Psychology 4 credits
This is an introductory course that engages students in the methods of the science and the basic processes of human behavior. Topics include the nervous system, sensation and perception, attention and consciousness, learning, memory and thinking, motivation and personality, emotional expression and language use, social perception, social interaction, and abnormal behavior. (Fall or Spring Semester)

PS 230 Psychology of Women 4 credits
This course focuses on the life cycle of women. It examines the personal, social, and biological influences on the behavior of women in the various phases of this cycle. Discussion of what is currently known about the psychological functioning of women will be based upon lectures on and readings in the recent empirical research that has been conducted on this topic. Fulfills the General Education Multicultural Perspectives/U.S. Multiculturalism requirement. (Fall and Spring Semesters)

PS 301 Psychology of Personal Growth and Adjustment 4 credits
The course examines means and methods of adaptation to life, with a focus on psychological growth processes. This is an applied psychology course with a heavy emphasis on topics such as stress, self concept, and means of effective functioning. (Fall and Spring Semesters)

PS 302 Person Perception and Nonverbal Communication 4 credits
This course examines the role of physical and expressive qualities of people's faces, voices, and bodies in the processing of emotion, impression formation, self-presentation, and intergroup interaction. Emphasis is placed on the application of social-psychological research methods to explore underlying mechanisms and individual differences. Prerequisite: Introductory Psychology, Social Psychology, or Developmental Psychology. (Spring Semester)

PS303 Organizational Behavior 4 credits
This course engages students in the methods of psychology as it has been applied to understanding human behavior in organizations. Students will explore issues

related to working behavior in traditional businesses and will be encouraged to apply information to other work settings. Topics include employee selection and training, performance appraisal, leadership, group behavior, organizational culture, motivation, job satisfaction, working conditions, stress, organizational structure and communication.

PS 313 Abnormal Psychology 4 credits
Introduction to the nature, etiology, and classification of abnormal behaviors and therapeutic methods used to treat them. An explanation of the relation between mental disorder and the social and cultural setting is also provided. (Fall and Spring Semesters)

PS 321 Social Psychology 4 credits
The course examines the relation of the individual to the social environment. Covers various social-psychological topics such as impression formation, attribution, emotion perception, attitude development, interpersonal attraction, group behavior, helping behavior, and aggression. (Fall or Spring Semester)

PS 333 Developmental Psychology 4 credits
The stage/age-related physical, cognitive, and psychosocial development of individuals from infancy through old age. Topics include maturation and sensory-motor development; thinking, reasoning and language processes; and social cognition and interpersonal interaction. (Fall Semester)

PS 339 Psychology of Personality 4 credits
The study of the major theories of personality with an emphasis on personality structure, motivation, emotion and contrasts between immature and mature personality. Includes the dynamics of behavior in case study settings. (Fall or Spring Semester)

PS 370 Psychology of Management 4 credits
A study of the psychological behavior of individuals and groups as they function in organizations. The emphasis is on effective administration and direction in the formation of structures which produce results. A significant amount of attention will be placed on the application of psychological methods and research techniques to management operations as well as the utilization of consultants to implement effective strategies to solve problems. (Spring Semester)

PS 405 Seminar in Advanced Psychology 2 or 4 credits
Selected subjects are investigated with an emphasis on the most recent research in the field. The specific psychological techniques and therapeutic methods to be investigated are dependent upon the psychological system being considered. May be repeated for credit. Prerequisite: Eight credits in Psychology, including PS 101, and permission of instructor. (Fall and Spring Semesters)

PS 498 Directed Study in Psychology 2 or 4 credits
Students select an area of special interest, prepare a bibliography and program of study, and make arrangements for regular meetings with the instructor. Prerequisite: Permission of instructor and School Dean.

SCIENCE COURSES

All of the following science courses fulfill the General Education Science requirement.

SC 202 The Human Body 4 credits
An introduction to the morphology and physiology of human body systems, including musculoskeletal, digestive, cardiovascular, endocrine and reproductive systems. Students work through case studies and on concept mapping strategies to understand the interrelationships within and among body systems and to learn about the methodologies used to investigate disease and other conditions. (Fall and Spring Semesters)

SC 203 Nutrition and Human Health 4 credits
An introduction to nutrition and diet which provides an understanding of the processes of life through an understanding of how nutrition, health and life science are interrelated. Basic nutrition principles covered include the function of nutrients, the digestive system, food composition, diet analysis, nutrition and life cycle, and nutrition and disease. Emphasis on an understanding of nutrition for optimal health and the study of nutrition as a means for understanding the scientific process. (Fall and Spring Semester)

SC 204 Origin and Evolution of Life 4 credits
The general purpose of this course is to survey the origin of life on earth and the role of genes in shaping human evolution. This shall include a consideration of genetic influences in health as well as in birth defects, learning disabilities, addiction, mental illness, aging, and such physical diseases as cancer. Advances in biotechnology that allow for mapping, sequencing and cloning elements of the human genome also will be considered in view of the ethical and social implications of these developments for "human improvement."

SC 205 The Environment and Mankind 4 credits
A contemporary examination of ecology and environmental science and the past and present relationships between human activity and population pollution, natural resources, endangered species, renewable and non-renewable energy resources and land use. Emphasis is placed on evaluating evidence regarding environmental issues and the impact of scientific and technological developments on society. (Fall and Spring Semesters)

SC 206 Weather and Global Climate Change 4 credits
An introduction to the atmospheric processes which determine weather and global climate. Knowledge of the interactions of atmosphere, ocean and human activities will allow for an understanding of present weather prediction as well as potential climatic changes projected for the future. Discussions of models and modeling and the use of technology to understand weather and climate will be complemented with use of the Internet to access and interpret real time meteorlogic data. How weather and climate change are presented to and understood by the public through the media will be explored. (Fall and Spring Semesters)

SC 208 Natural Disasters and Earth Science 4 credits
An introduction to the science of natural disasters, including earthquakes, volcanoes, hurricanes, floods, and environmental crises, each having components or origins in the areas of geology, meteorology and hydrology. Each has its human dimension, the impacts which these natural disasters have on natural resources, on human populations and on the human-built society. Draws upon the body of knowledge gained by the various earth sciences as the course explores natural cataclysmic change. Each area will be discussed, monitored and recent research reviewed. (Fall and Spring Semesters)

SC 231 Physics for the Media 4 credits
An introduction to the physical properties of sound, light and electricity, and basic mechanics. Students will apply study of basic physics concepts to related fields in communication and develop an understanding of the transfer of scientific experimentation and theory into technological practice. The course requires algebra, basic trigonometry and geometry skills.

SC 270 The Brain and Human Communication 4 credits
This course is concerned with the biological structure of human experience and the neural basis for its expression and regulation. Topics include gross anatomy of the nervous system, neural cells as biological units of behavior, special sensory systems, mechanisms of movement, memory and the storage of information, speech and language centers of the brain, emotion and self regulation, and altered states of consciousness. Students learn about the methodology used by scientists who study human physiology, brain structures and the dimensions of consciousness that underlie human communication abilities. (Fall and Spring Semesters)

SC 280 Science and Society 4 credits
This course aims to help students develop knowledge and understanding of how science plays a major role in their lives and how they can play a major role in interpreting and applying science. Science will be viewed as both a process and as content, involving issues such as proof, fact, effects of observation, theories, laws and similar concepts. Also, science, technology, the arts and the humanities will be viewed not as totally separate entities, but as an integrated means for society to

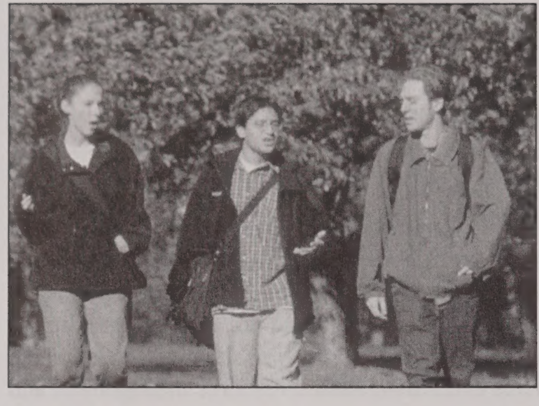
function. The course will include a mix of lectures, discussion and small group sessions. Analysis of case studies, readings, problem solving exercises and exercises in developing critical thinking skills. (Fall and Spring Semesters)

SC 305 Ecology and Global Environmental Change 4 credits
An in-depth study of those environmental issues which are global in nature and which have scientific, economic and social dimensions of global significance. Subject areas discussed are global warming and the greenhouse effect, water supply, ozone depletion, loss of habitat and biodiversity loss and population growth. Recent research into biogeography, species extinction, natural resource management and ecosystem dynamics are included as are technological means of research and monitoring of global environmental conditions. This course is designed to follow the Environment and Mankind course (SC 205). (Spring Semester)

THE SPEECH AND HEARING FOUNDATION OF MASSACHUSETTS LECTURER

Supported by a generous endowment gift by the Speech and Hearing Foundation of Massachusetts, the Communication Disorders Faculty annually selects The Speech and Hearing Foundation of Massachusetts Lecturer. The lecturer is an outstanding faculty member from across the United States who has demonstrated a teaching and research interest that furthers knowledge in the field of speech and hearing disorders.

The lecturer delivers one public lecture to the Greater Boston Community and presents a workshop for speech and hearing professionals in the Greater Boston Community.



INSTITUTE FOR LIBERAL ARTS AND INTERDISCIPLINARY STUDIES

Executive Director, David Bogen

Visiting Scholars Landay and Spanagel

The Institute for Liberal Arts and Interdisciplinary Studies is a new academic unit at Emerson. The Institute is a center for innovative teaching and scholarship that draws upon the diversity of Emerson's faculty and students, and the different disciplinary, intellectual, and creative in terests they represent. Its mission is to promote the interdisciplinary study of the liberal arts, to support faculty development and collaboration leading to curricular innovation, and to advance students' theoretical and ethical understanding of the fields of communication and new communication technologies. Institute courses and programs include First Year and Upper Level Courses in Interdisciplinary Studies, the Honors Program, and the Freshman Academic Studies Program. Through the Institute, students may pursue Individually Designed Interdisciplinary Majors, as well as minors in selected fields of interdisciplinary study.

FIRST YEAR COURSES IN INTERDISCIPLINARY STUDIES

The Institute for Liberal Arts and Interdisciplinary Studies offers a selection of courses designed specifically for first year students. These courses are designed to provide students with a rich and exciting introduction to academic life at Emerson. All first year courses are small in size, and emphasize critical reading, writing, and speaking skills. These courses also emphasize topics, assignments, and instructional approaches that are geared toward the academic demands of the first year, and reflect emerging perspectives in the interdisciplinary study of the liberal arts.

All incoming first year students and all transfer students (with fewer than 16 credits) are required to take one course at the Institute during their first year of study at Emerson. All of these courses fulfill the Arts and Humanities or History, Social and Behavioral Sciences and the Interdisciplinary Study component of the General Education Requirements. First year courses offered during the 2000-2001 academic year will include:

IN 105 The Century of the Bomb 4 credits
The Century of the Bomb examines the history of a technology that has occupied center stage in the twentieth century—the atomic bomb. With its roots in a series of scientific discoveries one hundred years ago, the development of the atomic bomb has changed the way we think about politics, military power, the social responsibility of the scientist, and the moral consequences of technological progress. We will use a wide variety of source materials, including primary and secondary historical texts, pieces of literature (novels or short stories), popular films (such as Dr. Strangelove), and documentaries, in our examination of the social implications of this piece of technology. Students who are interested in twentieth century history, politics, and popular culture are highly encouraged to take this course.

IN 106 Minds and Machines 4 credits
During the 20th century it has become commonplace to think of computers as primitive kinds of minds and, conversely, to think of human minds as highly complex neurological machines. This view of the human mind has its origins in the modern philosophical and scientific view of nature as a grand system of matter in motion that acts in regular, law-like ways, and is therefore amenable to rational description and prediction. In this course we will explore the emergence of the mechanical view of the universe and its consequences for modern conceptions of mind. We will also examine the implications of this view for contemporary society and for how we think about and manage relationships between humans and machines.

IN 107 Forbidden Knowledge 4 credits
Forbidden Knowledge addresses the basic philosophical questions posed by a Western Civilization that, since its beginnings, has long been accustomed to an unshakable faith in the power of knowledge to provide solutions to the fundamental challenges facing humanity. This course will address the problem of equating knowledge with power from its origins in the Greek and Judeo-Christian cultures up to the quintessential modern story of Frankenstein. Central questions addressed in this course include: Are there ethical, intellectual, or spiritual limits to what and how we can know? Is knowledge categorically good for humanity or are there some aspects of what we could know that we should leave untouched? Is there a kind of knowledge that makes life impossible and unlivable, or is knowledge essential to the very possibility of human life? Sources drawn from poetry (Goethe and Shelley), drama (Aeschylus), literature (Mary Shelley and Voltaire), and philosophy

(Descartes and Rousseau) provide an introduction to the rich heritage of textual and visual material for contemplating the meaning of knowledge for human existence.

IN 108 Love and Eroticism in Western Culture 4 credits

Love is said to move the world and define our relations with ourselves, with one another, and with everything that enters into the universe of our concerns. But what is love and why does it promote the most selfish as well as the most self-sacrificing of behaviors? What accounts for the rich diversity in kinds of love? And why are we capable at times of loving knowledge, God, nature, or objects even more than our fellow humanity? This course examines the meaning of love and the manner in which love and eroticism have affected the understanding of human experience in western civilization. Readings will include philosophical, literary, and poetical texts. In addition to textual materials, this course will offer students the opportunity to become acquainted with representations of love in paintings and films in light of related philosophical ideas.

IN 111 The City 4 credits

This course examines the development of the modern city, focusing on the vast migrations during the industrial revolution of mostly rural, agrarian populations to the large urban centers of today. We will discuss the impact of urbanization on politics, perception, and the spiritual dimension of human life. Against this backdrop, we will examine conceptions of the postmodern city that have emerged in the late 20th century with a focus on the collapse of modernist ideals of architecture and urban life (symmetry, rationality, and political and intellectual enlightenment) and the emergence of a brave new approach to the politics, philosophy, and design of the city. This discussion will draw upon primary texts from the disciplines of sociology, urban planning and architecture. Course work will include weekly assignments, a formal essay, and a group project involving fieldwork in the city of Boston.

IN 115 Digital Culture 4 credits

The aim of this course is to introduce students to the theory and practice of digital communication and new media technology. Lectures, discussions, and readings address topics in the history of media and the impact of digital technology on work, culture, and the creative process. Students also receive training in on-line communication, internet navigation, information retrieval, multi-user interactive environments, and hypertext and hypermedia authorship. Assignments are designed to extend students' practical understanding of these technologies while providing critical tools for evaluating the social, political, and aesthetic decisions involved in the use of digital media. Topics in recent years have included: Visions of Cybersociety, The Creative Process, Monstrous Composing, Making Media in the Digital Age, and Gender and Technology.

IN 117 Representing Place in Science and 4 credits
This course will address the interrelationships between ecology, history, sociology, the arts and literature that comprise the historical and physical place called "New England." We will explore the rich history and current state of affairs of New England through a combination of readings, field experiences, class discussions, and lectures. An introduction to the physical geography of New England (its mountains, rivers, seacoasts, forests, wetlands and barrens) will provide the foundation for an exploration of its cultural history. With readings drawn from the writings of the early English-speaking colonists, perspectives on the relationships between belief, science, the "protestant ethic," the spirit of market capitalism, and patterns of resource use will be examined. Influential mid-nineteenth-century New Englanders George Perkins Marsh and Henry David Thoreau will be discussed. Economic development, changes in land-use, and the impact of these changes on New England's sense of regional identity will also be explored. (Spring Semester only)

IN 118 Knowing Faces Through Science and Art 4 credits
People's faces play a pivotal role in their social world. Beginning at birth and continuing into old age, people's faces convey social messages and guide social interactions across diverse domains of social interaction. Why do faces command such social attention? This course will explore this question looking both to scientific research and theory, and to the visual and graphic arts for answers and insights. Main topics to be covered in this course will include: the interpretation and expression of emotions, the perception of beauty and the halo of attractiveness, the perception of age, the perception of character and personality development, facial appearance and social influence, facial appearance and self-identity.

IN 119 Modes of Argument 4 credits
Do lawyers argue differently than theologians? Are arguments in works of history different in type from those that scientists use? In this course we will look at examples of legal, political, historical, philosophical, scientific and religious argument to reveal what is unique, but also what is common, to these different modes of argument and discourse. Assigned readings will include analyses of forms of argument and samples of actual argumentation from different historical periods and different disciplinary contexts. Analytical texts will include works of scholars of argument (e.g., Aristotle, Stephen Toulmin, Chaim Perelman) and practitioners of argument (e.g., lawyer Jerry Spence, political consultant Ben Kramer, economist John Kenneth Galbraith).

IN 121 Word, Image, Expression 4 credits
This course introduces written communication and visual theory, with an emphasis on self-expression through the interpretation of word and image. Students will study the components that contribute to the making and expression of individual

identity and cultural representation. Covering the elements and principles that form the foundation of good communication, both written and visual, students will learn to interpret and evaluate the meanings found in their own texts as well as the texts of others. Drawing on analyses of examples from the fields of writing and graphic design, students will learn to recognize written and visual paradigms, and will develop their own unique abilities as well. While based in printed communications, these skills will be appropriate to many different media.

IN 123 Visiting Scholar Topics: Ways of Seeing 4 credits
How is meaning made in visual culture? This interdisciplinary course takes a Cultural Studies approach to explore the methods and practices of "seeing." Members of the class will work individually and collaboratively on projects that combine creative and critical perspectives to investigate topics such as: classical and modern ways of seeing, the human eye and the camera eye, silent film, the language of film, film and television narrative, the relationships between images and words in advertising and new media, interactive media that looks back at the viewer, spectatorship and the gaze, the culture of the copy, hyperreality, and surveillance. Readings include John Berger's *Ways of Seeing*, John Sayles's *Thinking in Pictures: The Making of the Movie Matewan*, Walter Benjamin's "The Work of Art in the Age of Mechanical Reproduction," E. Ann Kaplan's "Is the Gaze Male?", and bell hooks's *Reel to Real: Race, Sex, and Class at The Movies*. Screenings include *Sherlock Jr.*, *The Man with a Movie Camera*, *Rear Window*, *Smooth Talk*, *She's Gotta Have It*, *Matewan*, *Ju Dou*, *Eve's Bayou*, and *The Matrix*.

IN 124-8 Truth and Narrative 4 credits
The purpose of this course is to explore the kinds of stories or narratives an individual needs to tell and 'live' about oneself in order to confront the truth of one's existence. How does my life take on the concrete form of a biography in search of the meaning or significance of my existence as a human being? What kind of narrative provides the space for a genuine confrontation with my place in the universe? Is finding the truth of my existence the basic 'plot' that gives my life drama - opening my life to the equal possibility of tragedy or comedy? The origin and history of both Western literature and philosophy stems from a common concern with the truth of human existence and the drama of such questioning that plays itself out in both word and deed. In this course, we will read and critically reflect on five books that have historically and conceptually influenced how the correlation between living in search of one's truth and the narrative of one's self-discovery has been understood in Western Civilization. (Spring Semester)

IN 126 Literature of Extreme Situations 4 credits
How are human identities shaped, transformed, distorted and annihilated by extreme personal and social experiences? How does the representation of extreme situations affect our experiences as readers, witnesses, audiences? These two questions will

guide the reading and discussion in this course. Although extreme situations may encompass an enormous range of possibilities, we will explore these questions by focusing primarily on literary works that represent central existential issues of their times, issues involving the psychological integrity of the individual and the continuity of the community (Sophocles' *Oedipus Rex*, Shakespeare's *King Lear*, Spiegelman's *Maus I*). These works will be read and discussed from literary, historical, and psychological perspectives, emphasizing the intersections of these disciplines. Course materials will include literary texts (fiction, poetry and drama), psychological texts, and other media, such as films and music.

IN 127 Representing the Real: Documenting History in the United State 4 credits

History is often presented as a collection of dates, events, people and ideas. However, these facts only take on meaning and liveliness through the work of interpretation that develops one or more "points of view" toward the conflicting accounts of the past. The advent of still photography, sound recording, and later radio, film, live television and video offered the promise of documenting the "real," providing both historians and the wider American public with a new kind of record of what "really" happened. This course will explore the impact these technologies had upon the "making of history" throughout the late nineteenth and early twentieth centuries, and how this historical record has shaped our retrospective understandings of the national past. We will consider a series of case studies in which the development of documentary technologies had a powerful impact upon historical understanding, including: the Civil War, Social Reform and the Depression, and Social Protest Movements. Students will have the opportunity to think critically about the relationship between documentary representations and social, cultural and historical narratives. Readings for the course will be in four major areas: theories of historical method, theories of narrative representation, primary and secondary historical texts, and work that combines these fields to create new critical practices of writing cultural history.

IN 128 Animals 4 credits

The ways we have thought about other animals have influenced the ways we have understood ourselves and our place in the natural world. Other living creatures surround us; they live in our houses, on our skin, in our mouths and on our clothing. Throughout the history of our species we have admired, feared and eaten other animals. This course is a chance to reflect on the meaning and value of animals. We will begin with stories on the origin of animal life from *Genesis,* the *Rig Veda* and the *Upanishads* which are, in very different ways, addressed to the problem of determining the boundary between human and non-human life. Beginning with the Aristotelian distinction between rational and non-rational animals, we will then consider a range of philosophical and scientific approaches to animals and animal consciousness, including the Medieval Christian and Early Modern views, and the bête machine hypothesis of Descartes, which has been blamed for much of our recent callousness towards animals. The last third of the course will consider the ethical implications of Darwin's great revolution during the 19th century, and its implications for our contemporary understanding of animal life. Course materials will be drawn from biological, historical, cinematic, religious and philosophical perspectives on animals and animal minds.

IN 129 War and Leadership in the West 4 credits

In this course we will examine the evolving nature of leadership in Western society as viewed through the lens of warfare. We will explore the evolution of war and its concepts of leadership from the heroic individualism of the Ancient and Medieval world-view through the growth of the modern nation-state and the limitations that modern society places on its leaders. Drawing upon such disciplines as traditional narrative history, folklore, sociology, archaeology, and the arts, students will learn how each "stage' of society had its own concepts of war and what were deemed appropriate and desirable in its leaders.

IN 134 Local Action/Global Change 4 credits

In this course students will investigate and analyze the theories and practices that surround several key social issues which impact the local community and communities around the world. Through the linking of theory, local issues, and cross-cultural contexts, this course will demonstrate not only the strengths of community involvement and local resources, but also the potential for enacting change on a global scale, one community at a time. The seminar will provide students with a forum for exploring the backgrounds and responses to social problems through a variety of disciplinary lenses, including anthropology, philosophy, political science, and human geography. The course project work will then enable students to utilize ethnographic methods to identify an issue of interest related to this material in the surrounding community, engage in participant observation, practice visual and written documentation, and finally, critically analyze the problem and make recommendations for an action plan.

IN 139 Art? History? 4 credits

How do history and art shape our sense of ourselves? Can histories end? Can art? What would it mean if they did? Recently, the philosopher Arthur Danto has argued that art, and so its history, can be thought of as in fact over, in the wake of Modernism. This course will begin with the question(s) of what and how art and history have meaning in a postmodern world, generating answers via a mix of theoretical discussion and examination of actual cases. It will then address Danto's thesis that art and history have come to an end. Finally, it will ask, "So, if art and its history are understood as over, then…what? Readings will be drawn from diverse fields, including the philosophy of art, historical theory, art history, psychology, ethology, and sociology/anthropology.

IN 140 Good and Evil: Investigating Aggression and Altruism 4 credits

Throughout history, great thinkers have tried to explore the nature of humanity based on their observations of human behavior occurring around them. Observations of acts of extreme cruelty and extreme kindness have led to questions regarding the capacity for good and evil in human beings. Are we by nature good or evil? Or, is the capacity for goodness and evil something that is learned, socialized, or somehow imposed on us by the societies we have created? This course will investigate the nature of aggression and altruism using a multidisciplinary approach to understanding humanity and the concepts of good and evil. We will begin with a review and discussion of major philosophical ideas regarding good and evil. We will then examine various examples of aggressive and altruistic behavior both in today's society and throughout history. Topics will include analyses of genocide, youth violence, gang violence, and other criminal behavior, as well as an exploration into the characteristics of helpers, bystander intervention during emergencies, charity work, and volunteerism. Readings will be drawn from the fields of psychology, philosophy, sociology, history, and biology.

UPPER LEVEL COURSES IN INTERDISCIPLINARY STUDIES

The Institute for Liberal Arts and Interdisciplinary Studies offers upper level courses that explore emerging topics in interdisciplinary studies and emphasize the value of multidisciplinary approaches to a range of topics in the Liberal Arts. All of these courses fulfill the Interdisciplinary Study component of the General Education Requirement. Following is a list of upper level courses that are offered by the Institute:

IN 200 Introduction to Women's and Gender Studies 4 Credits

This course is an introduction to the interdisciplinary field of Women's and Gender Studies. It emphasizes understanding the "common differences" that both unite and divide women and men. By examining how womanhood has been represented in myths, literature, ads, culture in general, the course's aims are: 1) to explore how gender inequalities have been both explained and critiqued, 2) to study the cultural meaning given to gender as it intersects with race, class, ethnicity, and sexuality, and 3) to address the historical role of feminism in the rise of gender studies. Ultimately, it poses the central paradox of contemporary thinking: the necessity to make gender matter and not matter at the same time.

IN 201 Community Involvement/Service Learning 4 Credits

This course enables students to volunteer their time and skills to non-profit community organizations and engage in critical reflection about their experiences through readings, class discussion, and reflective analysis. The course readings provide concepts and theories from a range of disciplines, including literature, psychology, social and political science, that students may find helpful in analyzing their on-site experiences. Students will also gain an awareness of different modes of inquiry such as the case study method in psychology, statistical analysis of survey research in political science, and ethnographic field work. Finally, students will explore the value of different forms of literary and analytical writing in representing and reflecting on the service-learning experience and its relationship to social activism.

IN 202 Performance as Cultural Criticism 4 Credits
This course explores performance as a mode of communication within and across culture(s). We begin by discussing performance as an ideological and cultural communicative activity. We then consider examples of performances that are specifically intended as cultural criticism, and in particular, examples of solo performance art. In addition to discussing and critiquing the performances of working artists, we will construct and present performances ourselves. The process of composing, presenting, and evaluating a critical cultural performance will provide an opportunity to synthesize course concepts and develop skills for creative rebellion.

IN 220 Nationalism, Multiculturalism, and Identity 4 Credits
This course addresses the issues of Culture, Interculturality, Multiculturalism and Transculturality in the contemporary societies of the United States and Eastern Europe. It focuses on two issues: the rise of the nation in Eastern European societies, and cultural pluralism in American society. While in the United States, a nationalistic paradigm has often existed in productive tension with a multicultural one, in Eastern Europe, this paradigm has lead to nationalistic and often mono-cultural societies. This course adopts a perspective that is both multicultural and interdisciplinary in an attempt to question some of the leading assumptions underlying cultural identity and the constitution of "the West."

IN 221 Film and Postmodernity 4 Credits
The intent of this course is to engage in a cultural study of the relationship between film and the post-modern conditions of social order. Films construct images about social reality. In this course, the ways in which these images present and interpret this relationship will be examined from the standpoint of post-modernism. Students will learn how to view films analytically, and how to apply cultural analysis to the post-modern conditions of social order. We will explore the shifting and interdisciplinary relationships between film, film criticism, and cultural analysis, and between writing and film as contemporary media forms.

IN 222 The Power of the Image 4 Credits
This course explores a range of theories of creativity. Through readings, hands-on experiments, discussion and writing, we will develop an understanding of how the creative mind, and the creative process work. Through meetings with and readings about people from a variety of professions and creative backgrounds, we will expand

our experience of how the mind works visually and creatively. Readings will include excerpts from Proust, Woolf, Kincaid, and others. We will also do a series of projects designed to lead to an understanding of the power of the image in literature, science, and art.

IN 302 Art and Experience 4 Credits

Many people believe that the aesthetic is an essential component of human life, not only for creators of works of art or those who make it a point to appreciate art, but for everyone. Yet many of us are mystified by art. Even its creators are often unable to explain to others what their art means or what about it is important; spectators/appreciators are often similarly unable to clearly express the influence of art on their lives. And whatever our creative relation to art, in the late 20th Century it also has come to be difficult to determine whether or not any particular thing is a work of art in the first place. This course is designed to develop skills in the recognition, integration, and articulation of something both important and notoriously difficult to discuss: aesthetic experience.

IN 303 Poetry and Song 4 Credits

This interdisciplinary course integrates two of the most often combined disciplines: words and music. By bringing together the perspectives of poetry and musical composition, students are introduced to the many ways in which these two disciplines can combine in theory, history, and the practice of classroom exercises. The course ends with a concert or "musical evening" presentation of songs written by the students, and showing the different ways of combining these two art forms. The course is open to anyone who writes songs and/or poetry or is willing to try. Musicianship 1 and 2 are highly recommended as prerequisites but not required. Likewise, WP 212: Creative Writing Poetry is also recommended but not required.

IN 304 The Pen of Urania: Politics, Philosophy, and Women's Writing 4 Credits

This course explores the hypothesis that women's writing has been a writing of philosophical engagement. It will do this through a reading of women's texts from the Renaissance through the twentieth century in juxtaposition with philosophical texts from the same period that have been accorded privileged status as sites that define what it means to be a (writing) subject. This course has a twofold aim: 1) to investigate the ways in which women's writing has responded to and problematized the definitions that these philosophical texts take for granted, and 2) to see how women's writing has worked as an "intervention" in philosophy, and how it has reshaped the fundamental categories of philosophical discourse.

IN 371 The Trickster in American Literature and Culture 4 Credits

The trickster is a recurring figure in human cultures who is characterized by duality, duplicity, paradox, and the use of trickery to assert individualism within the context of his or her community. By taking an interdisciplinary approach to the phenomenon of the trickster in American mythology, literature, film, television, and advertising, we will study how traditional trickster figures in Native American, African-American, Latina/Latino, Chinese-American, and European-American folklore emerge in modern mass culture as proponents of modernity, individualism, and a pragmatic moral system. We will use the trickster as a prism to refract aspects of American culture, including gender, selfhood, materialism, and ethics. Satisfies a 300-level literature requirement for Writing, Literature, and Publishing majors. Prerequisite is a 200-level Literature course.

IN 401 The Media and the Holocaust 4 Credits

This course focuses on mainstream and alternative media's responses to information about the Holocaust and its aftermath through film, radio, television, and print media. We'll have the opportunity to speak with holocaust eyewitnesses and survivors. Students will pursue individual areas of interest with research projects. The course concludes by considering what the media should be doing today to prevent continuing genocide.

IN 402 Living Art in Real Space: 4 Credits
Multidisciplinary Art and the Collaborative Process

In this course we will explore the nature of artistic collaboration through researching, reading, writing, and experiencing the collaborative process, with a primary focus on experimental, interdisciplinary processes and presentations. The goals of the course are to examine, explore and develop an understanding of, and successful working methods for, artistic collaboration. Through lectures, videos, slide presentations, artist talks, student research presentation and in-depth experiential processes, we will address how different creative disciplines illuminate one another; how individual interests, skills and methods inform one another in the context of a collective undertaking. This course will culminate in final, public presentations of multi-disciplinary work by each of collaborative group in the class, and documenting and mapping the methods and process of these collaborations.

HONORS PROGRAM

The Emerson College Honors Program is an intellectual and creative community which provides a four-year, interdisciplinary, collaborative learning experience for undergraduate students of exceptional ability. The program integrates an intellectually challenging liberal arts core curriculum with specialized study in professional fields of communication and performing arts through interdisciplinary seminars, collaborative research projects, and faculty-directed independent study.

The faculty of the Honors Program is committed to the following goals:

- To introduce students to the interdisciplinary study of literature and cultural theory, while addressing issues of power, social action, and cultural diversity in various multicultural contexts and developing strong writing skills.

- To introduce students to the arts, humanities, and behavioral and social sciences from an interdisciplinary perspective, with an emphasis on critical thought, modes of inquiry, and research methods, as well as consideration of the ethics of acquiring and producing knowledge.
- To facilitate the completion of a capstone project which integrates students' theoretical and practical skills. This project prepares students for leadership in fields of advanced study and professional disciplines in a global environment.
- To engage in critical thinking and to promote leadership through community service projects.

HONORS COURSES AND REQUIREMENTS

HS 101 and HS 102 First-Year Honors Seminar 8 credits

The First-Year Honors Seminar introduces students to the interdisciplinary study of literature and cultural theory while addressing issues of power and ideology in various multicultural contexts. Fulfills General Education requirements.

HS 103 Honors Writing Symposium 4 credits

The Honors Writing Symposium is taken in conjunction with HS 102 and develops students' skills in research, critical thinking, and writing. The course stresses revision, relies on frequent workshops of student writing, and aims to sharpen students' ability to research, evaluate, and use evidence in a reasonable, convincing way. Each student will write an extended research paper on a topic related to HS 102. Fulfills General Education Communication core requirements. (Spring Semester)

HS 201 and HS 202 Sophomore Honors Seminar 8 credits

The Sophomore Honors Seminar engages students in critical thinking and research about philosophical, cultural, and scientific methods of generating knowledge and their ethical implications. Different areas of inquiry are examined each year. Recent topics have included environmental ethics, evolution, astronomy, and epistemology. Fulfills General Education requirements.

HS 301 and HS 302 Junior Honors Colloquium 0 credits

The Junior Honors Colloquium is a non-credit series of workshops and special events to provide mentorship while students concentrate on their majors.

Junior Honors Seminar 4 credits

The Junior Honors Seminar requirement is fulfilled with an upper level course in interdisciplinary studies (IN 200-level or above) or a directed study with an advisor from the area of study (HS 398 Junior Honors Directed Study). With the approval of the Honors Program Director, students may fulfill the Junior Honors Seminar requirement with selected upper division research methodology, theory, or criticism courses in their major by completing an extra assignment. The Junior Honors

Seminar should prepare students for the Senior Honors Thesis/Project. In the semester prior to taking the course, students must file a report with the Honors Program Office for approval of class choice.

HS 401 and HS 402 Senior Honors Colloquium 0 credits
The Senior Honors Colloquium is a non-credit series of workshops and special events to provide mentorship while students complete their Senior Honors Thesis/ Projects. In both terms, students share their works-in-progress to the Honors Program Director and other Honors Program students.

Senior Honors Thesis/Project 0-4 credits
At the end of the Junior year, or after completing the Junior Honors Seminar, students file an Honors Thesis/Project Proposal with the Honors Program Director. This proposal consists of a brief statement of the proposed topic along with the signature of the faculty advisor. Forms for completion of this proposal may be obtained from the Honors Program Office. During the first term of the Senior year, students prepare a timetable and a bibliography for the project in conjunction with their thesis/project faculty advisor and the Honors Program Director. In April, students present their finished theses and projects in the Senior Thesis/Project Showcase to an audience of Honors Program faculty and students. Students may enroll for a Directed Study with an advisor from their area of study to obtain course credit for their thesis/project (HS 498 Senior Honors Directed Study), they may develop the thesis/project in conjunction with a course in their major, or they may develop the thesis/project independently of any course.

FRESHMAN ACADEMIC STUDIES PROGRAM

The Freshman Academic Studies Program (FASP) is an academic program that provides first-year students with a supportive learning community that helps them meet the demands and responsibilities of college life. The Program combines a carefully structured academic curriculum with a learning strategies approach and gives the student many opportunities to develop relationships within the learning community. Within the FASP community, advisors, faculty, and tutors dedicate their time to helping students address freshmen issues and concerns. The academic program for the fall and spring consists of 16 credit hours each semester, with courses offered in the student's major, as well as specific courses in writing, oral communication, humanities, science, mathematics or social sciences. Faculty from FASP teach one or more of the courses and use specific instructional approaches to scaffold learning. The courses offered fulfill both major and general education requirements. The staff of FASP serve as the student's academic advisors and both staff and faculty meet regularly to review the student's progress. The student is expected to maintain satisfactory academic progress in the fall and spring semesters and to complete 32 credit hours in order to move to the sophomore year. The College's policies with regard to student conduct, academic probation, and continuation at the College also apply to FASP students. Participation in co-curricular activities is encouraged.

INDIVIDUALLY DESIGNED INTERDISCIPLINARY MAJORS

An individually designed interdisciplinary program (IDIP) is a major program of study consisting of courses from two or more departments taken in a well-defined area of interest. Students design an interdisciplinary major program in consultation with faculty members from each of the selected departments and are supervised by an advisor from their home Department. To be eligible, students must complete a petition for an interdisciplinary major program and have it approved by the IDIP faculty committee before beginning their junior year. Petitions, with rules, submission dates and instructions are available from The Office of the Executive Director, Institute for Liberal Arts and Interdisciplinary Studies, 180 Tremont Street, Room 1302. Petitions are due in the Director's office by November 15th (for the Fall) and March 15th (for the Spring).

INTERDISCIPLINARY MINORS

Through the Institute, students may pursue minors in selected areas of interdisciplinary study. Interdisciplinary minors give students the opportunity to explore an area of academic study in greater depth, from multiple disciplinary perspectives, over a period of several semesters. Students interested in pursuing an Interdisciplinary Minor should consult with their advisor and the Executive Director of the Institute for Liberal Arts and Interdisciplinary Studies. Following is a list of the requirements for minors currently offered by the Institute:

Women's and Gender Studies Minor

At least 16 credit hours in courses designated as fulfilling the Women's and Gender Studies Minor. The core course, IN200: Introduction to Women's and Gender Studies, is required. For the remaining 12 credits, students may choose from the following classes from the General Education and the majors curriculum (For additional classes always check the semester registration listings):

IN 125	Topics in Women's and Gender Studies
IN 304	The Pen of Urania: Politics, Philosophy and Women's Writing
IN 371	The Trickster in American Literature and Culture
LI 210	American Women Writers
LI 396	International Women Writers
LI 423	Topics in World Literature: British Women Writers
LI 436	Cultural Criticism
MA 360	Media Criticism
MA 564	Topics Film and Television Criticism: Women and Cinema
MA 568	Feminist Media Criticism
PH 203	Special Topics in Philosophy: Feminist Theory

SO 352	The Family and Sexual Communication
PS 230	Psychology of Women
TH 503	Topics in American Theatre and Drama

Post-Colonial Studies Minor

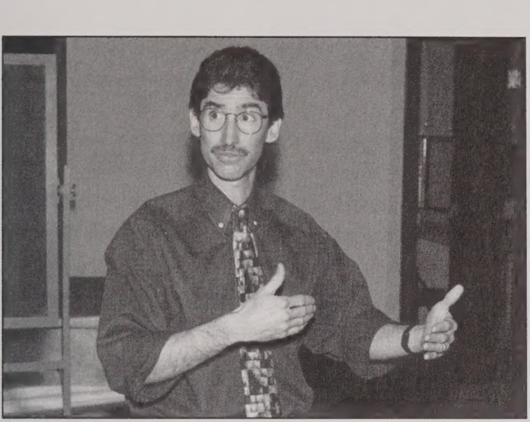
At least 16 credit hours in courses designated as fulfilling the Post-Colonial Studies Minor. The minor offers students the opportunity to acquire a deeper understanding of the non-Western tradition. The aim of the minor is to provide both a conceptual and a historical understanding of the consequences of imperial expansions. Students are required to take at least one course that takes a theoretical approach and one course that takes a historical approach to the idea and experience of postcoloniality. To maximize the experience of the minor, it is strongly recommended that students choose classes that cover texts from diverse geographical locations. It is also strongly recommended that students choose classes that approach the subject matter of postcoloniality from different disciplinary perspectives. Students may choose from the following classes from the General Education and the majors curriculum (For additional classes always check the semester registration listings):

Theoretical:

LI 436	Cultural Criticism

Historical:

CS 360	Intercultural Communication
IN 104	The Caribbean Imagination
LI 396	International Women Writers
LI 423	Topics in World Fiction
LI 491	Latin American Fiction
LF 401/402; LS 401/402	Seminar: Topics in European and Latin American Literature (only when Latin American)
MA 566	Post-Colonial Film
MU 203	Perspectives in World Music
SO 230	Third World Politics and Culture
TH 311	World Drama in its Context I
TH 312	World Drama in its Context II



TEACHER EDUCATION AND CERTIFICATION PROGRAM

Associate Professor Bartlett, Coordinator of Teacher Education; *Director of Clinical Education Thau*, Teacher Education Program Director of Communication Sciences and Disorders; *Associate Professor Colby*, Teacher Education Program Director of Performing Arts.

As of October 1, 1994 the regulations in the Commonwealth of Massachusetts governing teacher preparation and certification specified a two-tiered process. Those with appropriate undergraduate degrees ordinarily receive Provisional Certification with Advanced standing (valid for five years). Standard Certification ordinarily requires the master's degree or its equivalent and is renewable every five years upon completion of the appropriate professional development.

Academic programs within the Schools of Communication Sciences and Disorders and the Arts offer Massachusetts Department of Education-Approved programs leading to teacher certification. Through undergraduate study in the departments of Performing Arts and Communication a student may qualify for Provisional Certification with Advanced Standing as a Teacher of Communication and Performing Arts (all levels, pre-K through grade 12) with emphasis in communication, dance, or drama. Standard certification may be earned through master's degree programs at Emerson (see the current Graduate Catalogue for details).

Students in Communication Sciences and Disorders who seek Provisional Certification with Advanced Standing as a Teacher of Students with Speech, Language, and Hearing Disorders (all levels, pre-K through grade 12) must complete a master's degree in Communication Disorders in a Massachusetts Department of Education-Approved program. Standard certification, earned through Emerson, requires the completion of the post-master's degree Clinical Fellowship (see the Graduate Catalogue for details).

GENERAL PROCEDURES AND REQUIREMENTS FOR CERTIFICATION AS A TEACHER OF COMMUNICATION AND PERFORMING ARTS

1. Students must apply for and be accepted into a major program to be considered a degree candidate. Ordinarily, a GPA of 2.7 is required for admission to and retention in Emerson's teacher preparation programs. Students should contact the Program Director for Teacher Education in the Department of Performing Arts as early as possible (or before the end of the sophomore year) regarding programs and requirements.

2. Ordinarily, a minimum of three semesters of residency are required prior to student teaching.

3. Students must fulfill the student teaching practicum through Emerson.

4. Students should contact the Teacher Education Program Director in the Department of Performing Arts for guidance in selecting the appropriate education and psychology courses.

5. Teacher candidates must also pass the Massachusetts Educator Certification Tests. These tests include the Communication and Literacy Skills Test and the Subject Matter Test. For information regarding testing times, locations, registration and fees, consult the Program Director for Teacher Education in the Department of Performing Arts.

EDUCATION COURSES

The following list of courses includes those offerings which are needed for students who will be certified under the regulations governing teacher preparation in the Commonwealth. Students should seek the advice of the Program Director in the Department of Performing Arts before enrolling in any of these courses.

TH 265 Foundations of Education 4 credits

This course examines the bases of public education and the teaching process from a theoretical and methodological viewpoint. Multiple perspectives will be employed to investigate these issues—including but not limited to—the philosophical, historical, sociological, psychological, economic, and political. Required course for Provisional Certification as a Teacher of Communication and Performing Arts. (Spring Semester)

TH 460 Drama as Education I 4 credits

This course examines the philosophy behind the teaching of theatre and speech and the use of drama as an educational tool in classroom, workshop, and production settings. Students will learn to assess the learning needs of their students, develop appropriate educational goals, and design and implement teaching strategies. There will be 40 hours of pre-practicum work including observations of area theatre, drama, or speech classes from grades pre-K through 12. This course is open to any Performing Arts major, Communication students and others with permission of instructor. It is required for Theatre Education and Dance majors and Communication students seeking Massachusetts Provisional Certification with Advanced Standing as a Teacher of Communication and Performing Arts. (Fall Semester)

TH 461 Drama as Education II 4 credits

In this course students delve more deeply into the philosophy and practice of teaching through drama and speech. Forty hours of pre-practicum work with students from grades pre-K through 12 is required. Prerequisite: TH 460. Either this course or PA 498 Directed Study: Teaching Dance and Movement is required for Theatre Education and Dance majors and for Communication students seeking Massachusetts Provisional Certification with Advanced Standing as a Teacher of Communication and Performing Arts. (Spring Semester)

TH 465 Student Teaching Practicum 4-12 credits

An 8- to 14-week practicum providing supervised teaching activities at either the elementary, middle, or high school level. Students practice teaching in a school system which permits them to interact with students and teachers in their area of concentration. Working closely with the on-site cooperating practitioner, students develop instructional units and must be engaged in 150 hours of teaching. The practicum is open only to students who have completed their program sequence. Requirements and prerequisites may be obtained from the Theatre Education Program Director. (Fall and Spring)

PA 498 Directed Study: Teaching Dance and Movement 4 credits

Classroom work involves both lecture and studio work, focusing on educational philosophy supporting a dance curriculum, aesthetic principles of dance/movement, and technical aspects of body mechanics. A pre-practicum involving 40 hours of observing/assisting area dance teachers is required. Students will learn to prepare lesson plans which articulate behavioral objectives and methods of evaluation. Students will be supervised teaching some of these plans. Either this course or TH 461 Drama as Education II is required for Theatre Education majors and for students seeking Massachusetts Provisional Certification with Advanced Standing as a Teacher of Communication and Performing Arts.

PS 333 Developmental Psychology 4 credits
The state/age-related physical, cognitive, and psycho social development of children from conception through adolescence. Topics in the course include maturation and sensory-motor development, memory, thinking, and language processes and biological-cognitive-cultural dimensions of personality and social behavior. (Fall Semester)

FACULTY

EMERITI

Richard Chapin, *President Emeritus; Professor Emeritus of Social Sciences* (1967-1975); S.B., M.B.A., Harvard University; LL.D. (Hon.), Emerson College.

Thomas Dahill, Jr., *Professor Emeritus of Humanities and Social Sciences* (1961-1993); B.S., Tufts College; Diploma, Fifth Year Certificate, The School of the Museum of Fine Arts; F.A.A.R., American Academy in Rome; A.M. (Hon.), Emerson College.

Irma B. DiRusso, *Professor Emerita of Communication Disorders* (1959-1982); B.L.I., M.S. in Sp., Emerson College.

Lancelot A. Garrard, *Professor Emeritus of Philosophy and Religion* (1965-1971); B.A., M.A., B.D., Oxford University; L.L.D. (Hon.), Emerson College.

H. Lawrence Holcomb, *Professor Emeritus of Mass Communication* (1965-1970); B.S., U.S. Naval Academy.

Charles Klim, *Professor Emeritus of Communication Disorders* (1959-1992); B.A., M.A., Emerson College; Ph.D., University of Pittsburgh.

Carol Korty, *Professor Emerita of Performing Arts* (1981-1999); A.B., Antioch College; M.F.A., Sarah Lawrence College.

Gerald W. Kroeger, *Professor Emeritus of Mass Communication* (1958-1981); B.S., Mankato State College; M.S., Ohio Wesleyan University; Ph.D., Florida State University.

Frances LaShoto, *Professor Emerita of Communication Studies* (1947-1956; 1962-1992); B.A., M.A., Emerson College.

Charlotte Holt Lindgren, *Professor Emerita of Writing, Literature and Publishing* (1960-1988); A.B., A.M., Ph.D., Boston University; A.M., (Hon.), Emerson College.

David Luterman, *Professor Emeritus of Communication Sciences and Disorders* (1960); B.A., Brooklyn College; M.S., D.Ed., Pennsylvania State University.

Albert Malatesta, *Professor Emeritus of Humanities and Social Sciences* (1970-1971; 1973-1997); B.S., Ed.M, D.Ed., Boston University.

George Quenzel, *Professor Emeritus of Mass Communication* (1958-1997); B.A., Hofstra College; M.A., University of Iowa.

James R. Randall, *Professor Emeritus of Writing, Literature and Publishing* (1963-1992); A.B., A.M., Ph.D., Boston University.

Theodore E. Romberg, *Professor Emeritus of Philosophy and Religion in the School of Communication, Management and Public Policy* (1970-1999); B.F.A., University of Nebraska; S.T.B., M.Th., Boston University School of Theology; Ph.D., Boston University.

William L. Sharp, *Professor Emeritus of Performing Arts* (1970-1994); B.A., M.A., University of Chicago; Ph.D., Stanford University.

Vito N. Silvestri, *Professor Emeritus of Communication Studies* (1964-1995); B.S., Indiana State College; M.S. in Sp., Emerson College; Ph.D., Indiana University.

Edna M. Ward, *Professor Emerita of Humanities and Social Sciences* (1959-1991); B.A., Emerson College; M.Ed., Tufts University; D.Ed., Boston College.

FACULTY

Jonathan Aaron, *Associate Professor of Writing, Literature and Publishing* (1988); B.A., University of Chicago; Ph.D., Yale University.

Mary Ellen Adams, *Assistant Professor of Performing Arts* (1969); B.S., Valparaiso University; M.S. in Sp., Emerson College.

Philip P. Amato, *Professor of Mathematics in the School of Communication Sciences and Disorders* (1960-1961; 1963) B.A., M.A., Emerson College; Ph.D., Michigan State University.

John D. Anderson, *Associate Professor of Communication* (1989); B.A., M.A., Baylor University; Ph.D., The University of Texas at Austin.

Claire Andrade-Watkins, *Associate Professor of Visual and Media Arts* (1982); B.A., Simmons College; M.A., Ph.D., Boston University.

Dorothy M. Aram, *Professor of Communication Sciences and Disorders* (1992); B.S., M.A., Northwestern University; Ph.D., Case Western Reserve University.

Terry Armstrong, *Visiting Scholar-in-Residence of Communication* (1999); B.A., University of Kansas; Ph.D., Union Institute.

Elizabeth M. Baeten, *Associate Professor of Philosophy in the School of Communication, Management and Public Policy* (1990); B.A., University of Wisconsin–Green Bay; Ph.D., State University of New York–Stony Brook.

Cynthia L. Bartlett, *Associate Professor of Communication Sciences and Disorders* (1985); A.B., M.A., Indiana University; Ph.D., University of Pittsburgh.

David Bogen, *Associate Professor of Sociology in the School of Communication, Management and Public Policy* (1992); B.A. Macalester College; M.A., Ph.D., Boston University.

Kelly A. Robinson Boone, *Assistant Professor of Communication Sciences and Disorders* (1996); B.A., State University of New York, Cortland; M.A., State University of New York, Geneseo; Ph.D., Emerson College.

Joan C. Brigham, *Professor of Visual and Media Arts* (1971); A.B., Pomona College, A.M., Harvard University.

Michael Brown, *Assistant Professor of Political Science in the School of Communication, Management and Public Policy* (1970); B.A., M.A., Northeastern University; J.D., Suffolk University.

Kurt Bruder, *Visiting (Assistant) Professor of Communication* (1999); B.A., M.A., Michigan State University; M.Ed., Texas Tech University; Ph.D., University of Texas at Austin.

Hyunyi Cho, *Assistant Professor of Communication* (1999); B.A., Ewha Women's University; M.A., Ph.D., Michigan State University.

Douglas Clayton, *Assistant Professor in the Department of Writing, Literature and Publishing* (1997); B.A., University of the South, M.A., Ph.D., Northwestern University.

John M. Coffee, Jr., *Associate Professor of History in the School of Communication, Management and Public Policy* (1970); A.B., Yale University; M.Div., S.T.M., Harvard University.

Robert Colby, *Associate Professor of Performing Arts* (1977); B.A., University of Michigan; M.A., Eastern Michigan University; Ed.D., Harvard University; Diploma, University of Newcastle-upon-Tyne.

Thomas William Cooper, *Professor of Visual and Media Arts* (1983); B.A., Harvard University; M.A., Ph.D., University of Toronto.

Peter V. Corea, *Professor of Psychology in the School of Communication Sciences and Disorders* (1965); B.D., Andover Theological Seminary; A.B., Ph.D., Boston University.

Janet T. Craft, *Assistant Professor of Performing Arts* (1981); B.S., M.Ed., University of Massachusetts.

Michael J. Dalby, *Assistant Professor of Visual and Media Arts* (1998); B.A., Wabash College; M.F.A., University of Minnesota.

Marsha Della-Giustina, *Associate Professor of Journalism* (1977); B.A., Russell Sage College; M.S., Ed.D., Boston University.

Anthony R. DeLuca, *Professor of History in the School of Communication, Management and Public Policy* (1981); A.B., Boston College; M.A., Ph.D., Stanford University.

William Donoghue, *Assistant Professor of Writing, Literature and Publishing* (1997); B.A., University of Calgary; M.A., McGill University; Ph.D., Stanford University.

Kathleen Patrick Donohue, *Associate Professor of Performing Arts* (1986); B.A., University of Texas; M.F.A., University of Iowa.

Douglas Eisenhart, *Publisher-in-Residence of Writing, Literature and Publishing* (1998); B.A., Princeton; M.B.A., Columbia; M.Ed., Harvard.

Ali Kanso El-Ghori, *Associate Professor of Communication* (1997); B.A., The Lebanese University; M.S., Ph.D., Ohio University.

Robin Riley Fast, *Associate Professor of Writing, Literature and Publishing* (1989); B.A., University of California, Berkeley; M.A., Hunter College; Ph.D., University of Minnesota.

Donald Fry, *Associate Professor of Visual and Media Arts* (1986); B.A., M.A., Bowling Green State University; Ph.D., The Ohio State University.

Rhea Gaisner, *Professor of Performing Arts* (1999); B.A., Barnard College; M.A., New York University.

Flora M. González, *Associate Professor of Writing, Literature and Publishing* (1986); B.A., California State University, Northridge; M.A., Pennsylvania State University; Ph.D., Yale University.

Wendy Guild, *Assistant Professor of Communication* (1999); B.A., University of California, Santa Barbara; Ph.D., Massachusetts Institute of Technology.

Alan Hankin, *Assistant Professor in the School of Communication Sciences and Disorders* (1997); B.A., Boston College; Ph.D., Suny at Syracuse.

Mary Thomasine Harkins, *Associate Professor of Performing Arts* (1975); B.A., St. Mary-of-the-Woods College; M.A., Tufts University; Ph.D., Boston College.

DeWitt P. Henry, *Associate Professor of Writing, Literature and Publishing* (1983); A.B., Amherst College; M.A., Ph.D., Harvard University.

Sarah Hickler, *Artist-in-Residence of Performing Arts* (1999); B.F.A, Massachusetts College of Art.

Robert L. Hilliard, *Professor of Visual and Media Arts* (1980); A.B., University of Delaware; A.M., M.F.A., Western Reserve University; Ph.D., Columbia University.

J. Edwin Hollingworth, Jr., *Associate Professor of Communication* (1963); B.A., Dartmouth College; M.A., Emerson College.

Katrien Jacobs, *Assistant Professor of Visual and Media Arts* (1999); B.A. University of Antwerp; M.A. University College, Dublin; Ph.D., University of Maryland.

Lisa Jahn-Clough, *Writer-in-Residence of Writing, Literature and Publishing* (1995); B.A., Hampshire College; M.F.A., Emerson College.

Mary Joyce, *Professor of Communication* (1994); B.S., M.B.A., California State University, Sacramento; D.B.A., University of Kentucky.

Timothy F. Jozwick, *Associate Professor of Performing Arts* (1985); B.A., St. Vincent College; M.F.A., Carnegie-Mellon University.

Sarah Keller, *Assistant Professor of Communication* (2000); B.A., Wesleyan University; M.S., Columbia University; Ph.D., University of North Carolina, Chapel Hill.

Tom Kingdon, *Assistant Professor of Visual and Media Arts* (1994); M.A., University of Birmingham, England.

William Knott, *Associate Professor of Writing, Literature and Publishing* (1985); M.F.A., Norwich University.

Janet Kolodzy, *Assistant Professor of Journalism* (1999); B.A., M.A., Northwestern.

Maria Koundoura, *Assistant Professor of Writing, Literature and Publishing* (1993); B.A., M.A., University of Melbourne; Ph.D., Stanford University.

Lori Landay, *Visiting Scholar in the Institute for Liberal Arts and Interdisciplinary Studies* (1998); B.A., Colby College; M.A., Boston College; M.A., Ph.D., Indiana University.

James Lane, *Assistant Professor of Visual and Media Arts* (1995); A.B., Harvard; M.A., Ph.D., University of California at Los Angeles.

Michael F. Lane, *Assistant Professor of Journalism* (1999); B.A., University of South Carolina; M.S., Virgnia Commonwealth University.

Gerald F. Lanson, *Associate Professor of Journalism* (1999); B.A., Haverford College; M.A., University of Missouri.

Kenneth J. Levine, *Assistant Professor of Communication* (1999); B.S., Miami University; M.A., Cleveland State University; J.D., Case Western Reserve University School of Law; Ph.D., Michigan State University.

Jacqueline W. Liebergott, *Professor of Communication Sciences and Disorders* (1970); B.A., University of Maryland; M.S., Ph.D., University of Pittsburgh.

Walter A. Littlefield, *Associate Professor of Communication* (1964); B.A., M.A., Michigan State University.

Margot Livesey, *Writer-in-Residence of Writing, Literature and Publishing* (1996); B.A., University of York, England.

David L. Maxwell, *Professor of Communication Sciences and Disorders* (1966); B.S., M.S., Ph.D., Southern Illinois University.

Gail Mazur, *Writer-in-Residence of Writing, Literature and Publishing* (1996); B.A., Smith College; M.A., Lesley College.

Raysa Mederos, *Lecturer of Writing, Literature and Publishing* (1996); M.A., Instituto Superior Pedagogico de Lenguas Extranjeras.

Uppinder Mehan, *Assistant Professor of Writing, Literature and Publishing* (1998); B.A., University of Windsor; B.Ed., University of Toronto; M.A., York University; Ph.D., University of Toronto.

Andrew Millington, *Assistant Professor of Visual and Media Arts* (1997); M.A., M.F.A., Howard University.

Joann M. Montepare, *Associate Professor of Psychology in the School of Communication Sciences and Disorders* (1998); A.B., Smith College; M.A., Suny at New Poltz; Ph.D., Brandeis University.

Harry W. Morgan, *Professor of Performing Arts* (1959); B.S. in Sp., M.S. in Sp., Emerson College.

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David Constine, B.A., M.A.; Assistant Digital Post Production Manager
Robert Mulligan, B.S.; Video Studio Supervisor
Joseph Sweeney, A.S.; Director of Engineering
C. Rolando Carrera, Assistant to WERS Station Manager

THEATRE OPERATIONS

Keith Cornelius, Interim Technical Director
Richard Daley, B.A.; Production Manager
Sara Glidden, B.S.; Director of Marketing and Public Relations
Jeannette Hawley, B.A.; Costume Shop Supervisor

Rafael Jean, B.F.A.; Costume Shop Supervisor
Debra Rogol Krasa, B.S., M.F.A.; Costumer

DEPARTMENT OF VISUAL AND MEDIA ARTS

Robert Sabal, B.S., M.F.A.; Ph.D.; Chair
Karen Keating, Staff Assistant
Mary Exner, Staff Assistant

DEPARTMENT OF WRITING, LITERATURE & PUBLISHING

John Skoyles, A.B., M.A., M.F.A.; Chair
Emilia Dubicki, B.A., M.A., M.F.A.; Staff Assistant
Charlotte Troyanowski, B.S., M.A.; Staff Assistant
Janet Thompson, B.A.; Staff Assistant

[as of 2/29/00]

Statement of Non-Discriminatory Policy

Emerson College admits qualified students regardless of race, color, religion, national and ethnic origin, sex, sexual orientation, age or disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, religious beliefs, national and ethnic origin, sex, sexual orientation, age or disability in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other College administered programs. Applicants seeking information on these matters should call or write the Affirmative Action Officer, Emerson College, 120 Boylston Street, Boston, MA 02116-4624, (617) 824-8580.

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of these provisions.

AHANA is a service mark of Boston College.

Students Right to Privacy

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are: (1) the right to inspect and review the student's education records; (2) the right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights; (3) the right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent; (4) the right to file with the U.S. Department of Education a complaint concerning alleged failures by Emerson College to comply with the requirements of FERPA; and (5) the right to obtain a copy of Emerson College's student records policy. A copy of the policy may be obtained from the Registrar's Office at 216 Tremont Street.

Emerson College has designated the following items as Directory Information: student name, address, telephone number, date and place of birth, major field of study, participation of officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous school attended, and photograph. The College may disclose any of those items without prior written consent unless notified in writing to the contrary. Students wishing to withhold the disclosure of any aspects of the "Directory Information" must file a "Request to Prevent Disclosure of Directory Information" form with the Registrar's Office.

Accreditation

Emerson College is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college.

Individuals may also contact the Association: New England Association of Schools and Colleges, The Sanborn House, 15 High Street, Winchester, Massachusetts 01890, (617) 729-6762 The programs of Communication Sciences and Disorders, Communication Studies, and Performing Arts also offer Massachusetts Department of Education-Approved Programs leading to teacher certification.

The information contained in this catalogue does not constitute a contract between the College and the student. Emerson College reserves the right to make corrections or change any provision and requirement in this catalogue at any time within the student's term of residence. The College specifically reserves the right to change its tuition rates and other financial charges. The College also reserves the right to rearrange its courses and class hours, to drop courses for which registration falls below the required minimum enrollment, and to change teaching assignments.

For further information, contact:
The Office of Admission
Emerson College
120 Boylston Street
Boston, MA 02116-4624

Policy, Practices and Procedures Regarding Students with Disabilities

Emerson College is committed to providing equal access to its academic and social activities to all qualified students. While upholding this commitment, Emerson will also maintain the high standards of achievement which are essential to the integrity of the College's programs and services. In advancing these aims, the College will ensure that its policies, practices and procedures conform to Federal and state statutes and regulations.

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990. These two Federal statutes established the rights of individuals with disabilities. The Americans With Disabilities Act ("ADA") defines a person with a disability as any individual who (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such an impairment; and (3) is perceived by others as having such an impairment. In the context of colleges and universities, the most common disabilities include specific learning disabilities, visual and hearing impairments, physical challenges, and medical or health conditions that interfere with learning. The ADA applies to colleges and universities as places of public accommodation and/or as employers. Section 504 of the Rehabilitation Act of 1973 ("ß 504") states that no "otherwise qualified person" with a disability can be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity within an institution that receives Federal financial aid.

Rights and Responsibilities of Students with Disabilities

Students with Disabilities at Emerson College have the right to:

- Equal access to programs, activities and services of the College
- Reasonable accommodations, academic adjustments, and/or auxiliary aids and services;
- Appropriate confidentiality of all information concerning their disability except as disclosures are required or permitted by law;
- Information, reasonably available in accessible formats.

Students with Disabilities at Emerson College have the responsibility to:

- Meet the College's qualifications and maintain essential technical, academic and institutional standards;
- Inform the College when a known disability makes an accommodation necessary to perform successfully in a particular course or program.
- Provide appropriate professional documentation that indicates how the disability limits participation in programs, activities and services of the College;
- Follow specified procedure for obtaining reasonable accommodation, academic adjustments, and/or auxiliary aids and service.

Rights and Responsibilities of Emerson College.
Emerson College has the responsibility to:

- Provide information to students with disabilities and assure its availability in accessible formats upon request;
- Ensure that programs, activities and services of the College, when viewed in their entirety are available and usable in the most integrated and appropriate settings;
- Work with students who request accommodations to identify the most feasible and effective accommodation for each student's needs within the context of the essential elements of the course or program in question;
- Provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request from the student;
- Maintain appropriate confidentiality of records and communication except where permitted by law.

Emerson College has the right to:

- Maintain the College's academic standards;
- Request and receive appropriate professional documentation that supports requests for accommodation, academic adjustments, and/or auxiliary aide and service;
- Suggest the most cost effective accommodations, academic adjustments, and/or auxiliary aids and services which are responsive to a particular situation;
- Defer action on a request for accommodation until completed documentation supporting the existence of the claimed disability and appropriateness of the requested accommodation is provided.
- Decline to provide an accommodation when to agree would require a waiver or alteration of an essential element of a course or program; provided that no such decision shall be valid until the essential element in question has been identified and its academic or programmatic importance confirmed by an appropriate administrative decision maker.
- Refuse to provide an accommodation, adjustment, and/or auxiliary aid and service, the provision of which would impose an undue financial burden on the institution.

Students with disabilities who are seeking consideration for services or accommodations should contact the Disability Service Coordinator either by calling (617) 824-8643 or TTY (617) 824-8307. Inquiries may be made through email at dso@emerson.edu or by regular mail by writing to Disability Service Coordinator, The Learning Assistance Center, Emerson College, 120 Boylston Street, Boston, MA 02116-4624. Policies and detailed procedures for requesting and obtaining accommodations are available through the Disability Service Coordinator.

Health Insurance for International Students: Addendum

Massachusetts regulation does not consider coverage by insurance carriers outside of the U.S. & coverage by foreign national health service programs as comparable under a qualifying student health insurance program

Exceptions to the new regulation are:

1. Student's whose health coverage is sponsored through their country's embassy.
2. Student's whose health coverage is mandated & provided through a scholarship or special program.

These exceptions allowing a waiver assume that the students insurance coverage is comparable to that required by the state regulations. This regulation will require the vast majority of international students to be enrolled in the Emerson College sponsored insurance program.

A. 132 - 134 Beacon Street
Residence Hall
Cultural Center (in back)

B. 126 - 130 Beacon Street
Classrooms
Television Studios
Performing Arts Design/Technology
Journalism Offices

C. 303 Berkeley/143 - 145 Beacon St.
Classrooms/Faculty Offices

D. 100 Beacon Street
Residence Hall
Computer Center

E. 96 Beacon Street
Student Union
Office of the Dean of Students
Office of Student Life
Housing and Residence Life
Student Government Association

F. Zero Marlborough/6 Arlington St.
Residence Hall/Dining Facilities

G. 67 - 69 Brimmer Street
Performing Arts

H. 21 Commonwealth Avenue
Department of Communication

I. 420 Boylston Street
Offices of Undergraduate Admissions (3rd floor)

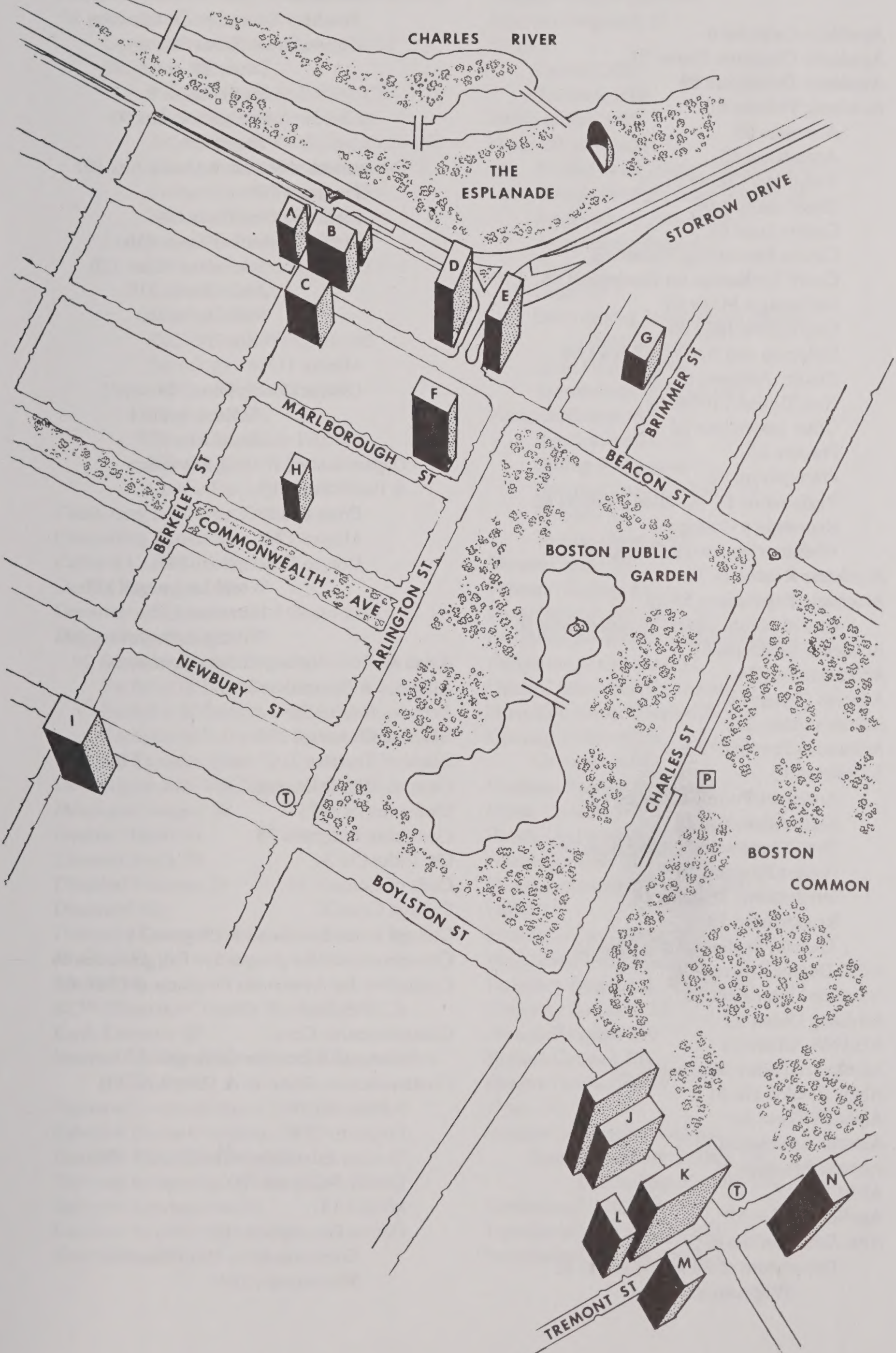
J. The Walker Building
120 Boylston Street
Library
Mailroom
Institutional Advancement (7th floor)
  Development
  Alumni Relations
  College Communications
Facilities Management
Human Resources & Affirmative Action
TV, Radio and Film Production
Ploughshares

K. The Little Building
80 Boylston Street
Residence Hall
Fitness Center (basement)
Continuing & External Education (1st floor)
Athletic Office (1st floor)
Public Safety (1st floor)
College Bookstore (1st floor)
Print and Copy Services (1st floor)
Dining Facilities (2nd floor)
Emerson Café

L. 219 Tremont Street
The Emerson Majestic Theatre

M. 216 Tremont Street
Communication Sciences (9th floor)
Counseling Center (2nd floor)
International Student Office (2nd floor)
Health Services (3rd floor)
Financial Assistance (4th floor)
Student Accounts (4th floor)
Registrar (4th floor)
Advising Center (6th floor)
Career Services (6th Floor)
Freshman Academic Studies Program (FASP) (5th floor)
Learning Assistance Center (5th floor)
Off-Campus Student Services

N. The Ansin Building
180 Tremont Street
Mediated Classrooms
WERS 88.9 FM (basement)
WECB 99.9 AM (basement)
Film Equipment Center (1st floor)
Media Services (3rd floor)
Computer Center (4th floor)
Visual and Media Arts (8th, 9th, & 11th floors)
Writing, Literature & Publishing (10th & 12th floors)
School of the Arts Offices (12th floor)
Graduate Studies (12th floor)
Institute for Liberal Arts &Interdisciplinary Studies (13th floor)
Honors Program Offices (13th floor)
Academic Affairs (13th floor)
Office of the President (14th floor)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EMERSON COLLEGE
OFFICE OF UNDERGRADUATE ADMISSION

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